Ministerial Task Force on International Business Education

Interim Report - August, 1989

Alberta
ADVANCED EDUCATION

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MINISTERIAL TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

INTERIM REPORT

EXECUTIVE SUMMARY

Introduction

In January, 1989, the Minister of Advanced Education, in consultation with the Minister of Economic Development and Trade, established a task force to conduct a study of international business education. Specifically, the Task Force was to provide advice to the Minister of Advanced Education concerning the following:

1. the needs of the private sector and government in the area of international business education and the sustained demand for services;
2. the availability of international business education programming currently provided by the public post-secondary system in Alberta and in other western provinces and by the private sector;
3. the effectiveness of current programs and resources in meeting the needs of the private sector and government to determine those needs which are not being met;
4. the degree of support, from the private sector, for an international business education initiative designed to provide needed services.

The Task Force was to prepare an interim report setting out the conclusions of the study and providing recommendations regarding any further investigation which may need to be undertaken during a second phase of the project, including recommending alternative approaches for meeting the sustained demand for international business education in Alberta, specific terms of reference and any changes in the membership of a task force to carry out a second phase, should it prove necessary.

To fulfill this mandate, the Task Force determined a plan to collect and analyze an extensive amount of information. A variety of methods were used including:

1. interviews of 31 selected leaders in Alberta exporting businesses;
2. interviews of 20 organizations and groups representing Alberta business interests;
3. interviews of 24 government officers responsible for promoting international trade;
4. a questionnaire to 400 Alberta businesses of which 127 replied;
5. a questionnaire to all Alberta's public post-secondary institutions and similar institutions in British Columbia, Saskatchewan and Manitoba;
6. a review of selected international business education programs operating in the United States and Europe;
7. a review of literature using ***Going Global: Meeting the Need for International Business Expertise in Canada*** published by the Corporate-Higher Education Forum in 1988 as a basis; and
8. a request for written briefs on the question of international business education from interested Albertans.

Through these means, the Task Force established an extensive information base which was analyzed to draw conclusions regarding the need for international business education including the level of support for such programming, the nature of programs required and the current status of international business education in Alberta. Details of the methodology and the complete findings (which are more far-reaching than the essential questions being addressed in Phase I of the Task Force activities) are included in the ***Ministerial Task Force on International Business Education Technical Report.***

Summary of Findings

While not exhaustive, the following points serve to highlight the major findings from Phase I.

1. Alberta's exporting companies are polarized into either very large, often multinational and self-sufficient, or very small companies. It is estimated that in Alberta there are about 1200 active exporting companies in the manufacturing sector, which form the base for international business education programming in the province.
2. Many Alberta companies lack understanding and awareness of what is required to be successful internationally, and are not enthusiastic about

doing international business.

3. Exporting companies require short-term, targeted and specific courses for executives and staff. They indicate little immediate demand for formal international business education degree programs in Alberta.

4. A need for long-term educational programs at all levels is seen by those not directly involved in international business themselves (i.e., business associations and trade-related interest groups).

5. There is no generally-accepted definition of what constitutes international business education.

6. In Alberta, there is insufficient integration of international business education courses and initiatives within institutions and virtually no coordination of programming offered amongst institutions.

7. At present, a window of opportunity exists for cooperative approaches by institutions and the private sector in providing international business education programs and services to Alberta companies.

8. With respect to formal international business education programs in Western Canada, British Columbia is in a leadership position, offering undergraduate, post-graduate, certificate and diploma specializations.

9. In the U.S.A., the leading international business schools considered to be successful offer M.B.A. specializations in international business, including language training and area studies, as well as executive development programs. The presence of foreign students and linkages with foreign institutions contribute to the international context of their work.

10. In Europe, the most renowned institutions offer M.B.A. programs and a wide diversity of executive development programs. The faculty is international in composition and there is a high ratio of international students and executives. The institutions were established and supported by the private sector and operate as corporations for profit.

Recommendations

There is a wide disparity in the volume and nature of international business and accordingly a wide range of international education training needs were identified as more or less urgent at this time. In the light of these findings, the Task Force believes that, through the provision of coordinated programs and services, there is an opportunity for education and training in international business to contribute to economic growth and diversification in Alberta. Accordingly, the Task Force recommends the following:

1. The Government should establish Phase II of the Task Force for the purpose of formulating concrete measures of a short, medium and long-term nature to meet the international business education and training needs and demands identified in Phase I.

2. Specifically, Phase II should make recommendations for government consideration concerning:

    2.1 alternatives for coordinating and funding international business education.

    2.2 the coordinated delivery of high-quality short courses and programs relevant to the specialized needs of Alberta businesses.

    2.3 the review and revision of existing curricula to reflect the changing global environment.

    2.4 the desirability and timing for developing certificate, diploma and degree programs.

3. Membership on the Phase II Task Force should be workably small, yet include representation from the private sector, government and various sectors of the post-secondary education system. As well, extensive consultation with external resource agencies and individuals should be established.

DISCUSSION

An essential purpose of Phase I of the Task Force was to establish a current and credible information base concerning the need for international business education in Alberta. The series of interviews with 31 Alberta businesses having reputations for exporting their products and services, provided an initial data base. The questions and preliminary findings from the businesses interviewed served to guide the design of other data collection instruments, most particularly the business questionnaire. It should be emphasized that there was a very high response rate (127 out of 400 or 31 percent) from Alberta exporting businesses randomly selected to receive the questionnaire. This level of response itself suggests a substantial degree of interest in the area of international business education.

The review of literature, the written briefs, the survey of post-secondary institutions, the analysis of foreign business schools programs and the interviews of interest groups and organizations and government officers each contributed to the depth of the information base. In total, the information base developed by the Task Force has served to complement the findings of ***Going Global: Meeting the Need for International Business Expertise in Canada*** and, more importantly for Alberta, has provided a focus for addressing current and emerging provincial needs for international business education.

This Interim Report provides a presentation of the major findings of the Task Force and these are organized under four headings:

1. Profile of the Clientele for International Business Education.
2. The Need and Support for International Business Education.
3. The Current Status of International Business Education Programs.
4. The Nature of International Business Education Programming Required.

Profile of the Clientele for International Business Education

Information from the industry interviews and the business questionnaire was revealing as to the characteristics of the potential clientele for international business education. All companies surveyed were registered with the Business Opportunities Servicing System (BOSS), maintained by Alberta Economic Development and Trade and listed as firms operating in Alberta and exporting their product or service on an international basis.

Participants in the industry interviews ranged from companies who were first-time international marketers to very sophisticated exporting corporations. The firms more sophisticated in international marketing have departments specifically designated to deal with international sales and marketing.

Of the 127 respondents to the business questionnaire (31 percent response rate), a majority (63 percent), operated in the manufacturing sector. Nearly 40 percent reported total annual export sales of under $500,000, with primary export markets being the United States (38 percent), the Pacific Rim (24 percent) and Europe (19 percent). It was noted that in excess of 80 percent of the dollar value of exports flow to the United States. A majority of respondents had been exporting for three or more years and employed less than 50 staff. Typically, up to five staff members were involved in the international business activities of their firm.

As with participants in the industry interviews, respondents to the business questionnaire indicated a wide variation in the nature and extent of their international business experience. Respondents commented, *''Our lead office is in Toronto and we are part of an international business with operations around the world.''* and *''...At this time, most all of our international business education comes through our in-house department in Tulsa...''*, while others stated, *''We are a small company operating in a specialized market.''*, and *''Our company has very limited international experience...''*.

The business questionnaire provided information as to the way international business decisions are made and implemented. Nearly 90 percent reported that final decisions on international business ventures were made by the chief executive officer in Alberta. More than 90 percent reported that international business decisions were implemented by the chief executive officer in Alberta or by in-house staff located in the province. Implementation was also supported by agents abroad or by company staff located outside of Alberta or by a broker.

Findings from the industry interviews suggested that many of Alberta's exporters lack a planned approach to international markets and efforts have been by trial and error. Notwithstanding this general finding, some respondents to the business questionnaire reported a well-organized and developed strategy for international business success and an awareness of current global trends and developments in international trade. Many indicated that international business education and training is important to the success of their international business ventures. The next section of this report examines the need for international business education in some detail.

The Need and Support for International Business Education

All respondents to the business questionnaire indicated that international business is important to the diversification of the Alberta economy. More than 88 percent indicated international business is important to the profitability of their company. As one respondent noted: *''Although our company does not do a large volume of sales internationally, I believe it to be of benefit to Alberta to have* *a stronger position in international trade."*

Participants in the industry interviews generally noted that many of Alberta's businesses are not ready to compete in international trade. One respondent to the business questionnaire suggested that *"Until we can generate a market in Alberta and Canada, we do not want to attempt to generate international markets although our biggest market will be the U.S.A."* In a similar vein, another respondent noted, *"We feel that some companies, like ours, have not yet fully explored the potential that exists domestically, and that large ventures abroad would be risky at best."*

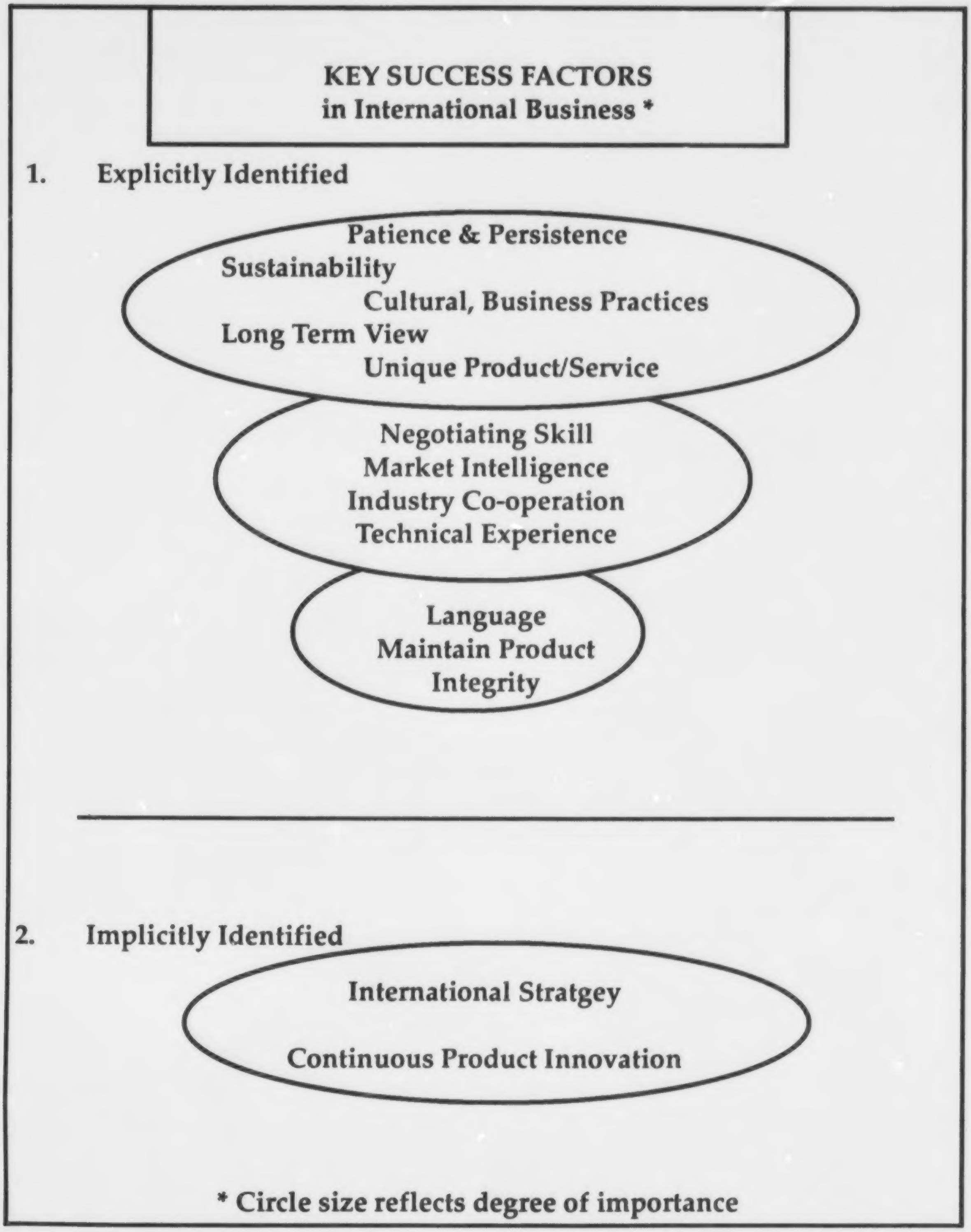
Findings from the interest group interviews suggested that, while the businesses themselves have not expressed an urgent demand for formal international business education per se, many of the international related organizations and associations to which Alberta businesses belong have taken a very active interest in international trade and business education. Among these associations, there was strong interest shown in stimulating international business education in Alberta and common support for some form of organization to take a leadership role in encouraging our business base to become more concerned about international trade. One respondent to the business questionnaire commented, *"Although our company may not immediately require the services of an international business education program, we strongly believe that implementation of such a program would be most beneficial for all Alberta companies concerned."*

Skills and Abilities Needed to Conduct International Business

Participants in the industry interviews and the business questionnaire were asked their opinions of the importance of various skills and abilities to conduct international business. Figure 1 presents the placement of responses from the industry interviews on a degree of importance continuum. Respondents to the questionnaire considered personal characteristics (e.g., determination, interpersonal communications), professional experience (e.g., negotiating and bargaining skills, international marketing skills) and specialized knowledge (i.e., knowledge gained through some form of education or training such as economic and political conditions, product knowledge), as very important contributors to success in international business. These findings correspond to the views of government officers who suggested that international market research and international marketing, followed by the knowledge of business practice differences, were the key factors for successful international business.

Nearly 50 percent of the questionnaire respondents felt that specialized knowledge was most important with professional experience and personal characteristics following in order of importance. Approximately 80 percent of respondents to the questionnaire indicated a need for more professional experience and for specialized knowledge.

Firgure 1


KEY SUCCESS FACTORS
in International Business *
1. Explicitly Identified
Patience & Persistence
Sustainability
Cultural, Business Practices
Long Term View
Unique Product/Service
Negotiating Skill
Market Intelligence
Industry Co-operation
Technical Experience
Language
Maintain Product
Integrity
2. Implicitly Identified
International Stratgey
Continuous Product Innovation

* Circle size reflects degree of importance

Source: Overview of International Business Education Needs in Alberta, The Coopers & Lybrand Consulting Group,May 31, 1989

Learning Preferences

Participants in the industry interviews and the business questionnaire provided their views regarding various types of learning experiences ranging from in-house courses and workshops or on-the-job training to formal post-secondary training in Canada or abroad. Whereas there was generally a low level of awareness about the availability of international business courses and programs among those interviewed in the industry survey, a majority (58 percent) of respondents to the questionnaire indicated that they were aware of a variety of learning experiences but only 38 percent reported participating in any type of education or training. As one respondent to the business questionnaire noted: *''We are aware of many of these learning experiences outlined, but the problem we find is that they are not specific or are far too broad to be of much use for the segment of the agricultural sector we are involved in.''* However, 64 percent indicated that they would participate in some form of course or program.

Respondents to the questionnaire concurred with the findings from the interviews of Alberta businesspersons in their view that on-the-job training was the most effective form of learning experience. As one respondent to the business questionnaire stated: *''We believe there is no substitute for hands-on experience in international marketing.''* Similarly, another respondent noted: *''Our business is very unique. No outside International Seminars/Business Courses will give you the results that on-the-job training can give. The business must be learned from the ground up and at least three to five years is required.''*

In discussing the development of the international executive, Blocklyn (1989:44) stated that an international business perspective is best achieved by those individuals who go abroad to work thus gaining the experience necessary to assist their companies to compete internationally. Exchanges with government or the private sector, executive exchange overseas, industry or government sponsored seminars, and formal post-secondary education in Canada or abroad were viewed as somewhat or moderately effective by those responding to the business questionnaire. In their view, academic/private sector consultants provided the least effective form of learning experience.

Government officers recommended short management and executive development courses along with executive exchange and student exchange, perhaps through summer job programs and work experience as being effective learning experiences for businessmen.

Industry Support

Overall, more than 65 percent of respondents to the business questionnaire indicated that they would consider or are willing to provide support to international business education in a variety of ways including serving on a program advisory committee (74 percent), providing opportunities for student work experience (60 percent), or part-time teaching (60 percent).

Seventy-one percent indicated their support for government/industry cooperative ventures. In this regard, Cochrane (1988:36) noted the need for greater collaboration and cooperation between post-secondary institutions and industry. In his view, our entry into world markets depends on a concerted effort to forge links which, at the most basic level, would ensure that university curricula is developed in those areas relevant to business needs. In his critique of ***Going Global: Meeting the Need for International Business Expertise in Canada,*** Christopher Maule (1988) recommended collaboration between units within a university and between universities as one way of proceeding.

While only 42 percent of respondents to the business questionnaire indicated that they would contribute financially to international business education programs, a preferred approach is to sponsor employees to take courses or programs (84 percent). This last finding corresponds to the information gathered from the industry interviews.

Current Status of International Business Programs

As part of its mandate, the Task Force undertook to determine the current status of international business education programming in Alberta's post-secondary sector. As well, contact was made with post-secondary institutions in Saskatchewan, Manitoba and British Columbia to ascertain the nature and availability of international business education programming.

The Alberta Scene

It is fair to say that currently in Alberta, international business education programs and services are at an early stage of development. Of approximately 141,000 students enrolled in credit courses in all public post-secondary institutions, less than 600 students were registered in an international business credit course in 1988-89 with the majority being in the university sector (476). Alberta institutions reported 349 students enrolled in non-credit international business courses with 213 of these in the university sector. A total of 28 instructional staff were involved in international business program delivery across the post-secondary system.

The University of Alberta, The University of Calgary, The University of Lethbridge, Banff Centre, Grant MacEwan Community College and NAIT reported offering credit and/or non-credit courses. Courses in legal relations, management economics, finance, marketing, cultural relations as well as a number of ``support'' courses in languages and geographic area studies were provided. However, there were no undergraduate majors or graduate specializations in international business. A certificate program at the developmental stage was reported by Grant MacEwan Community College. There would appear to be little coordination of offerings and initiatives amongst institutions which have pursued their individual interests in this area.

The University of Alberta, The University of Calgary and Banff Centre deliver limited executive development programming which has contributed to the development of contacts between Alberta businesses and those in Asia. The Division of International Business provides a focus for international business education at The University of Calgary. The Division was established in 1986 and is a part of the International Centre (formerly the Centre for International Education and Business). In a recent development, the University of Alberta has received approval of support by the Department of External Affairs for the establishment of a Centre for International Business Studies to be located within the Faculty of Business. The Centre will be operational within a year.

Alberta universities are engaged, in varying degrees, in international business education research projects, the majority of which are funded by external agencies, including foreign organizations and governments. It was noted that, although not delivering international business programming per se, several institutions are extensively involved in international development projects overseas.

Other Western Provinces

In British Columbia, diploma and post-diploma programs were available in the colleges and technical institutes with baccalaureate, master's and doctoral programs in international business education available from the University of British Columbia. Program development in Saskatchewan and Manitoba has occurred essentially within the university sector and includes the delivery of individual undergraduate and graduate courses in topics relating to international business and the provision of language training. A specialization in the development and management of international joint ventures at the master's level was available at the University of Saskatchewan.

A variety of executive development courses were provided through the two Centres for International Business Studies located at the University of British Columbia and the University of Manitoba. These Centres have undertaken and support research in international business. It should be noted that the Department of External Affairs recently has approved support for the establishment of a new Centre for International Business Studies at the University of Saskatchewan.

On the basis of this information, program development in the post-secondary sectors in Western Canada has progressed more in British Columbia than in the Prairie Provinces. The information provided suggested that the development which has occurred has not been coordinated within or amongst institutions but rather reflects particular interests of staff or aspirations of the institutions (e.g., international development projects) for an international business education presence.

European Institutions

The analysis of the programs of three successful European schools of international business revealed that these schools offer intensive, ten to twelve-month M.B.A. programs in international business. In addition, a major focus of their programming was in the area of shorter-term, high demand executive development programs as well as custom-tailored and in-house training programs for senior staff. European schools were typically established and maintained by major private sector corporations and are operated as private sector entities. There is a high ratio of foreign students and executives enrolled and a heavy reliance on foreign faculty.

The eleven American schools analyzed reported relying heavily on a high foreign student enrollment to establish an international context for their international business school operations. American schools tended to maintain linkages with foreign business schools and offer executive development as well as graduate M.B.A. programs. Their graduate programs provided specializations in international business and include language training and geographic area studies.

The Nature of International Business Education Programming Required

Results from interviews of interest groups suggested that there is a need to have an integrated approach to the development of international business education. Respondents indicated that an integrated approach should include all levels of education starting at elementary levels and proceeding through to secondary and various adult education programs. Government officers concurred that education about different cultures and languages should begin at an early age and continue through college and university.

The Report of the Advisory Council on Adjustment, ***Adjusting to Win***, stated that the attitudes of Canadian companies to exporting must change fundamentally if they are to take advantage of opportunities offered by an evolving international trading environment (Advisory Council on Adjustment: 1989). Victor (1987) has noted that the objective is not to learn a great deal about one culture or market or to divide the world into foreign and domestic markets, but to promote a cross-cultural perspective on the global economy by training students to observe cultures and ask the right questions.

A similar theme was included in the briefs received - essentially that there is a strong need to develop a trading culture in Canada and Alberta if the challenges of global trade are to be met. An acceptance of non-traditional business practices used in other countries, aggressive pursuit of non-North American markets, and cooperation between domestically competitive companies to access foreign markets was highlighted. Government officers agreed with these views. In their opinion, Alberta companies have limited knowledge and understanding of the demands of international markets, business practice differences and cultural differences at present.

Respondents to the interest group survey and government officers noted that our immigrant populations, ethnic communities and numerous multi-cultural organizations can serve as catalysts to international business education. Rather than the ''product concept'' as a way of thinking and conducting international business, respondents commented that Alberta's business community must adopt the ''marketing concept'' where businesses develop the capability for identifying customer needs and managing new product development to meet those needs. In addition, respondents felt that Alberta businesses need to develop a more in-depth understanding of differences in cultures and markets.

While agreeing that people are key in an international business strategy, participants in the interest group interviews indicated that our international business education activities must focus on key markets, be innovative (i.e., use distance education techniques, cooperative education/work programs and student exchanges) and require close cooperation amongst government, business and educational institutions. Similar views were expressed in the briefs submitted to the Task Force.

While interest group respondents felt that Alberta could enhance its existing business education programs by ''internationalizing'' them, there was strong interest in making general international business education accessible throughout the province rather than developing an ''elite'' management institute. The analysis of written briefs submitted suggests that training by post-secondary institutions and industry should be based on direct skills transfer by experienced instructors and that modifications to current programs and approaches rather than implementing new programs, was required.

Information from the industry interviews suggested that university level international business education could meet longer-term educational and training needs for international business. In their view, short-term programs aimed at responding to the immediate needs of experienced international business professionals were of higher priority. Questionnaire respondents generally concurred with this view. Fifty-nine percent indicated that they were aware of a range of post-secondary learning experiences ranging from graduate training to 1-5 day workshops; only 27 percent indicated that they had participated in some form of post-secondary education or training and 54 percent of respondents indicated they would participate.

In terms of effectiveness, respondents viewed advanced management programs (4-8 weeks full-time), workshops and seminars (1-5 days), executive development courses (1-4 weeks full-time), graduate programs and international business courses (8-12 weeks part-time) as most effective in meeting their needs for education and training. With respect to program effectiveness, one respondent to the business questionnaire noted: ''*It is my opinion that course instructors should be from industry and not from academia as there is no text book that covers the real world situations one encounters on a day-to-day basis.*''

ISSUES

The following key issues have emerged from the study:

Definition of Education and Training for International Business

There would appear to be a basic question of: "What is International business education?'' As one respondent to the business questionnaire stated: ''*I would have to say that I am happy with the quality of the people we have with us who are involved with international marketing. I think that their skill levels are quite sufficient for the task, and I guess I question just what ''international business education'' is vis-a-vis ''general business education''.*

Perhaps that there is a definitional question at all reflects the early state of thinking about and practice of international business in Alberta. There would appear to be no specialized or unique body of knowledge that one could call ''international business''. However, the information gathered suggests that there is a recognition that knowledge and understanding of sound business practices need to be taught and applied in an international context.

As well, there is a recognition that, in relation to cultural and linguistic appreciation and understanding, education and training are very important to developing the international context. Finally, there is a recognition that developing an international context is properly a life-long learning activity not totally confined to the post-secondary system but also involving the public school system in Alberta.

The Need for Education and Training in International Business

Among Alberta businesses, there is a wide disparity in the volume and nature of business carried out on an international basis. Accordingly, a wide range of international education and training needs were identified as more or less urgent at this time.

Multi-national companies operating in Alberta generally have their needs for international business education met elsewhere. Grass-roots Alberta companies see the value of formal post-secondary education and training in the long-term but currently place greater utility on practically-oriented short courses and programs. The Task Force has established that there are a variety of needs for education and training for international business. Addressing these requirements will assist Alberta businesses to operate successfully in the international marketplace.

1. At the broadest level, there is a general need to develop a "trading culture" leading to greater awareness on the part of Albertans and Alberta business of the potential for growth and development of the provincial economy which has its basis in international trade, especially international trade with the United States.

2. There would appear to be a need for an increased exposure or emphasis on foreign language training and cultural appreciation in the public school curriculum, especially for those countries of strategic economic importance to Alberta.

3. As well, there is a requirement for organized program development in the post-secondary sector which will address the short-term and long-term needs for education and training in international business.

The Task Force has determined that the current level of programming in the post-secondary sector is at a very formative stage. In view of the needs noted above, the following questions need to be addressed:

1. what further program development in Alberta's educational system should be planned;

2. within the post-secondary sector, what programming is required;

3. how should programs and services be implemented so as to avoid unnecessary duplication; and,

4. what level of fiscal support will be required for successful implementation?

Within the post-secondary sector, the Task Force has determined that at least three areas should be examined:

1. the coordinated planning and delivery of high-quality short courses and programs relevant to the specialized needs of Alberta businesses as identified by this and other needs assessment studies;

2. the review and revision of existing program curricula in order that they reflect the global reality into which students will graduate; and,

3. the desirability and timing for developing formal certificate, diploma and degree programs.

Leadership, Commitment and Planning

Regardless of the information source, a third major issue is that of leadership and commitment. Who should take the lead in the provision of international business education, the institutions? Alberta business? the government?

The Alberta Government has implemented a variety of innovative and effective programs targeted to address the international trade and investment objectives of the province. There is strong evidence in this study of a willingness by Alberta business to work cooperatively with government and the post-secondary institutions in meeting the educational and training needs for international business. Most importantly, there is a recognition that the current level of coordination amongst the private sector, post-secondary institutions and government needs to be enhanced if Alberta businesses are to increase their success in the international marketplace, if the post-secondary system is to fulfill its mandate for providing access to high-quality programs and sevices, and if the Alberta Government, through the coordinated efforts of its various departments, is to facilitate the continuing development of international business opportunities.

A major question to be addressed is just how the province should go about planning and organizing a program which addresses the needs for international business education and training and, in so doing, takes account of the interests, capabilities and resources of the three key stakeholders.

RECOMMENDATIONS

For Alberta business to be consistently successful in the international marketplace, we need to be realistic about our strengths and weaknesses. Businesses need to continually improve their product and move to secure and/or dominate a market. Short and medium-term goals are required as well as strategies that will achieve success.

The objectives for an international educational/business initiative need to include the further enhancement of Alberta's track record in the international trade and investment areas (i.e., trade elsewhere and investment here) and the enhancement of the international awareness and expertise of Albertans generally. At the same time, we need to have a clear view about what education and training can in fact contribute to the profitability of international business ventures. Implementing an effective and efficient strategy for international business education and training requires the involvement and commitment of Alberta business and educators.

The basic objective of the current work of the Task Force was to gather information on international business education needs and programs as outlined in its mandate. Further study is now required to determine a recommended course of action to deal with the needs identified. This study should take into consideration that the post-secondary institutions are, at present, ready to cooperate with each other, and that the need for a coordinated response on their part has been identified. A further consideration is that any new programs recommended would need the cooperative support of the private sector and government and may require additional resources to meet high priority program needs. The major stakeholders of the private sector, government and the post-secondary institutions should play an essential part in carrying out further work in this area, with a wider array of agencies and individuals serving as resource persons for purposes of consultation.

Accordingly, this Task Force recommends the following:

1. The Government should establish Phase II of the Task Force for the purpose of formulating concrete measures of a short, medium and long-term nature to meet the international business education and training needs and demands identified in Phase I.

2. Specifically, Phase II should make recommendations for government consideration concerning:

   2.1 alternatives for coordinating and funding international business education.

2.2 the coordinated delivery of high-quality short courses and programs relevant to the specialized needs of Alberta businesses.

2.3 the review and revision of existing curricula to reflect the changing global environment.

2.4 the desirability and timing for developing certificate, diploma and degree programs.

3. Membership on the Phase II Task Force should be workably small, yet include representation from the private sector, government and various sectors of the post-secondary education system. As well, extensive consultation with external resource agencies and individuals should be established.

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MINISTERIAL TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

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Ministerial
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on International
Business Education

Technical Report - August, 1989

Alberta
ADVANCED EDUCATION

MINISTERIAL TASK FORCE
ON
INTERNATIONAL BUSINESS EDUCATION

TECHNICAL REPORT

AUGUST, 1989

This volume includes the data and analysis of information collected by the Task Force on International Business Education. It is organized by information source and includes a brief note on the methodology employed by the Task Force.

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1. METHODOLOGY

MINISTERIAL TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

TECHNICAL REPORT

1. Methodology

The Task Force determined to establish an extensive information base using a variety of research methods. The Task Force data collection focussed initially upon those Alberta companies known to be active in the international area. In-depth interviews were conducted with each of these companies. This base line data facilitated the identification by the Task Force of the directions and dimensions of further research using a variety of data collection instruments including: mailed questionnaires; interviews; a review of literature; a review of foreign international business programs; and a request for written briefs. In the context of task force timelines and human and financial resources, every effort was made to ensure that the data collection and analysis were as thorough as possible.

A. Interview survey of selected leaders in Alberta exporting businesses.

In March, 1989, the Task Force instructed The Coopers & Lybrand Consulting Group to survey Alberta's private sector international business needs. During the first part of the survey, the "industry survey", the consultants were directed to carry out interviews with individual exporters. Following a pre-test of the survey instrument, the consultants met with 31 respondents from 27 exporting companies selected by the Task Force. The conduct of personal interviews lasted one and a half to two hours each.

The industry survey was aimed at those companies known to be actively involved in international business. The typical company respondent recorded export sales exceeding $1 million. Companies were selected from each of ten sectors: food; transportation and transportation related equipment; metal and building products; electronics; wood products; furniture; fashion; coal; oil, gas and chemicals; and engineering and construction services.

B. Interview survey of Alberta organizations and groups representing Alberta business interests.

In April, 1989, the Task Force instructed Coopers & Lybrand to undertake a second survey directed at various "interest groups" involved in some manner with international business education. The list of interest groups targeted included Alberta's various Chambers of Commerce, business educational institutes, and industry sector associations. A total of twenty-one respondents were interviewed during this activity.

The "interest group" survey was directed at a broad cross section of associations, industry sector representatives, educational institutes and professional organizations. Personal interviews were conducted with individuals and groups of individuals. In some cases, representatives from different organizations participated in group interviews.

C. Interview survey of government officers.

The Task Force requested Alberta Economic Development and Trade to interview government officers involved in assisting Alberta companies in international trade activities. In total, twenty-four officers from provincial organizations including the Departments of Economic Development and Trade, Agriculture, Tourism, the Alberta Petroleum Marketing Commission and five Alberta government foreign officers in addition to three officers from the federal government were interviewed. In-depth, semi-structured interviews were conducted and participants expressed their opinions on the factors that they believed are essential for successful international business and evaluated the level of effectiveness of Alberta companies in the international market.

D. Questionnaire to 400 Alberta businesses.

The Task Force requested Alberta Advanced Education to survey a random sample of 400 Alberta businesses registered with the Business Opportunities Servicing System (BOSS) maintained by Alberta Economic Development and Trade and listed as exporting their product or service on an international basis. The purpose of the questionnaire was to survey Alberta company needs for international business education and their opinion as to the various methods that could be effective in meeting those needs. The questionnaire sought information in the following areas: a profile of the company; their opinion as to those business skills and abilities important to success in international business; their awareness of, extent of participation in, and evaluation of the effectiveness of the various ways of providing international business education; and, present and future support of international business education. Questionnaire replies were received from one hundred and twenty-seven companies (31.75%).

E. Questionnaire to Alberta's public post-secondary institutions and similar institutions in British Columbia, Saskatchewan and Manitoba.

The Task Force requested Alberta Advanced Education to survey public post-secondary institutions in Alberta and selected similar institutions in other provinces of western Canada. Questionnaires were sent to seventeen institutions in Alberta and sixteen institutions out-of-province. Questionnaire replies were received from sixteen (94.1%) in-province and fifteen (93.75%) out-of-province.

F. Review of Literature.

The purpose of the literature survey was to review the literature published just prior to and subsequent to the 1988 release of the Corporate-Higher Education Forum's ***Going Global, Meeting the Need for International Business Expertise in Canada*** as it relates to international business education. The literature was examined under three headings: need for international business education in Alberta, Canada and the world; nature of international business education programming required; current status of international business education programming. Twenty-three titles were reviewed.

G. Review of selected international business education programs operating in the United States and Europe.

Eleven international business education programs were selected on the basis of their excellence in international business education programming. Eight U.S. programs were reviewed including: American Graduate School of International Management (Thunderbird); University of Hawaii at Manoa; Harvard University; New York University; Stanford University; University of Southern California; the University of South Carolina; and the University of Pennsylvania (The Wharton School). Three European programs were reviewed: The European Institute of Business Administration (INSEAD); International Management Institute (IMI); and the International Management Development Institute (IMEDE).

H. Request for written briefs.

In response to requests from the public for an opportunity to provide input to the study, the Task Force solicited briefs from individuals and organizations as to Alberta's international business needs, the nature of the programs and services required, and the role of government, the private sector and the post-secondary institutions in meeting the province's needs. Advertisements were placed in the following dailies: Edmonton Journal; Edmonton Sun; Calgary Herald; Calgary Sun; Lethbridge Herald; Medicine Hat News; Grande Prairie - Daily Herald Tribune; Red Deer Advocate; Fort McMurray Today; and in the following selected weekly newspapers across the Province: Pincher Creek; Hanna Herald; Drumheller Herald; Stettler Independent; Crag and Canyon - Banff; Jasper Booster - Jasper; Lloydminster Meridian Booster; Barrhead Leader; Westlock News; Westlock Hub; Hinton Parklander; and Fairview Post. Two briefs were submitted in response to the advertisements.

I. Specialized interview.

The Task Force Chairman, Mr. R. S. Aberg, met with Dr. E. W. Brooker, Co-Chairman, Alberta Institute of International Management Inc. (AIIM), to discuss the needs of businesses in the area of international business education.

2. INTERVIEWS OF ALBERTA EXPORTING BUSINESSES AND INTEREST GROUPS

**(Overview of International Business Education Needs in Alberta
- Report of The Coopers & Lybrand Consulting Group)**

SUMMARY OF FINDINGS

SURVEY OF INDUSTRY - COOPERS & LYBRAND

1. Need for IBE:

   - many firms unable to identify IBE needs (unaware of).
   - IB skills are secondary to product knowledge.
   - IB skills required relate to cultural differences, business practice differences, current economic and political awareness, international market research, international trade/export management, negotiating and bargaining skills.
   - current needs are of a short-term nature and are very country-specific.
   - host-country experience.
   - lack of planned approach to market penetration.

2. Nature of programs required:

   - targeted at senior level management.
   - currently, short-term and country-specific. In long-term, university level.
   - technical skills (tariffs, internal, finance, etc.) to be taught at universities. Cultural differences, business practices and product knowledge best offered "on-the-job".
   - workshop and seminar leaders must have up-to-date, hands-on experience.

3. Status of IBE Programs:

   - companies have little or no knowledge of IBE at Canadian business schools.
   - on-the-job training is most commonly used form of international business management development.

4. Role of Government and Post Secondary Institutions:

- not identified.

5. Private Sector Support:

- would support low-cost, 1 - 5 day seminars in which employees are interested. Would not be a company initiative.
- would react positively to outside initiatives for in-house courses.

6. Alternatives for Alberta:

- not identified.

Preliminary Conclusions from Interviews with 31 Alberta Exporting Companies and 25 Interest Groups:

General Conclusions:

1. There is no strong demand by industry for international business education **but** there is high need and support for the long term importance of international business and global thinking.

2. We must learn to cooperate within the Province and as Canadians.

3. People of Alberta are ready to make it happen but a game plan and strong leadership are required.

4. Alberta should reconsider its international economic development strategy.

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

OVERVIEW OF INTERNATIONAL BUSINESS EDUCATION NEEDS IN ALBERTA

MAY 31, 1989

C&L

Task Force on International Business Education

Overview of International Business Education Needs in Alberta

May 31, 1989

Submitted To: Mr. Dick Aberg, Chairman

Prepared by: N. Dickin
D. Schwanbeck
D. Smith

C&L

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

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EXECUTIVE SUMMARY

This report provides an overview of Alberta's needs for international business education. It is based on indepth interviews with approximately 50 Alberta based firms, business associations and educational institutions. The main findings of the study are summarized in 6 categories as follows:

- company profile and expectations in international business,
- status of current IB education programs,
- nature of programs required,
- role and impact of government,
- private sector support, and
- implications for Alberta.

1. Company Profile and Expectations in IB Education

- Because of their size or multi- national structure, many Alberta firms have not given international business education a high priority. At best, international business education needs are secondary to product knowledge.

- The skills considered to be most important to the conduct of international business include detailed product knowledge, negotiating and bargaining, understanding business practice differences, communication and inter-personal skills, business knowledge, understanding of cultural differences and international marketing.

- Specific current needs are of a short term and country specific nature. These "quick fixes" would be of most interest to CEO's to solve specific immediate problems.

- Alberta exporters are at "an entry level" in exporting, and as a result, they are making extensive use of local agents and brokers in the export country selected. A small number of firms such as Novatel, have evolved from the use of agents and have moved through a joint venture stage to direct investment in the export country (eg. US).

- Many of Alberta's exporters lack a planned approach to international markets. Their efforts have largely been trial and error.

- Alberta's interest groups concerned with international business education are seeking ways to improve Alberta's business competitiveness and awareness.

2. Status of Current International Business Education Programs

- Alberta's exporters demonstrate very little knowledge or awareness of courses in international business education within the province.

- On the job training is almost the only method used for international business education development at present.

- A small number of "appreciation" or "entry level" IB courses are all that are available among Alberta's post secondary educational institution's today. Each of these institutions however have expressed considerable interest in further program development.

3. Nature of Programs Required

- International business activities in Alberta are typically headed up by the Chief Executive of a firm. In the short term, new programs will need to be targeted to them or they will be ignored.

- There appears to be general support for further development of long term international business education at university levels, although university training in international business is still not seen as valuable course content when recruiting.

- Specific technical skills in international business (eg. international finance, customs procedures, etc.) are of interest and could be offered at a college or university level.

- Businesses believe that knowledge of cultural and business practice differences are best learned on the job.

- Work shop and seminar leaders must have up-to-date, hands-on experience.

- There is considerable need for an integrated approach to program development among institutions.

- Programs must be focused on specific markets.

- Training in international marketing and marketing research is required.

- Overall, an "apprenticeship" approach combining work experience and formal IB education may be the best way to encourage IB awareness and business participation.

4. The Role and Impact of Government

- Existing programs in economic development, as they support international business education, need review

- Our education system needs to be revised to more substantially support research and development.

- At present, among the various groups and departments involved in delivering international business education, there is considerable fragmentation and lack of direction to effectively support economic development.

5. Private Sector Support

- IB education at present is largely left up to individual employee initiative.
- Alberta businesses tend to be reactive to outside initiatives to stimulate international business education; they prefer programs of a short term nature.
- Many of Alberta's businesses are too small to be able to give their executives the time necessary to undertake international business education at a more advanced level.
- Short term, situation- specific training appears to offer the best value for Alberta's exporters in the short term.

6. Implications for Alberta

- International business is considered to be important to Alberta's future. An integrated, yet independent IB education model, drawing upon the strengths of Alberta's various business associations and educational institutions appears to have the best chances for success.
- IB education programs must continue to be developed and expanded even though there is little immediate demand. Committment to long term development (10 to 15 year time frame) is key to our business prosperity.

- Specific geographic regions should be targeted for IB education. The economic importance of the United States needs to be emphasized.

- Educational feeder programs should be developed to support long term IB education.

- Alberta's educational institutions all have a contribution to make to IB education.

- Alberta's immigrant population and multicultural institutions could substantially contribute to IB education within the province.

- Government programs and policies in economic development, research and development and taxation could more effectively support IB education.

- Alberta needs a strong entity or organization to drive the IB education process.

- Our businesses must adopt a more planned, comprehensive approach to international business.

I. INTRODUCTION

In early 1989, the Government of Alberta established a Task Force under the chairmanship of Mr. Dick Aberg to assess the extent and effectiveness of the Province's international business education programs in meeting the needs of the private sector for international business education. This Task Force is made up of representatives from the private business sector, the education community, Alberta Economic Development and Trade and Advanced Education and has a mandate to make recommendations to Government which outline alternative ways for meeting the sustained demand for international business education in Alberta.

Accordingly, in March, 1989 the Task Force instructed The Coopers & Lybrand Consulting Group to survey Alberta's private sector international business education needs.

The general objectives of this study were to establish a core information base which:

- defines the needs of the private sector in the area of international business information, education and training;
- estimates the sustained demand for services in this area; and
- assesses the degree to which the private sector will support an international business education initiative.

These study objectives were addressed in a two-part survey, the first part involving interviews with individual exporters; the second part, interviews with various educational institutions, Chambers of Commerce and industry sector associations. The overall work program for the study is discussed in more detail in the next section.

II. OVERVIEW OF WORK PROGRAM

The research methodology and work program for the study were based on the objectives, approach and timing prescribed for the project and set out in the Request for Proposal (RFP). The original RFP called only for interviews with approximately twenty-five individual Alberta firms involved in exporting. Part way through this interview program, the study terms of reference were expanded to include interviews with some twenty other groups concerned with international business education. Each of these surveys was broken down into three steps:

- survey design,
- data collection and capture, and
- analysis and reporting.

A. INTERVIEWS WITH EXPORTERS

The work steps required to conduct this survey included:

- Development of an interview guide to support data collection. A copy of this interview guide is attached as Appendix I.

- Preparation of a list of companies to be interviewed. This list is included as Appendix II.

- Mailing of a letter of introduction from the Minister of Advanced Education.

- Conduct of personal interviews lasting one and a half to two hours with the selected list of companies. The list of individuals who participated in this part of the study is included as Appendix III.

- Mailing of a thank you letter from Coopers & Lybrand.

- Analysis and reporting of results.

Although the original study design anticipated that the surveys would generate statistically valid information, the small sample size, the diversity of firms interviewed as well as the relative "newness" of international business education in Alberta, precluded the development of any meaningful and reliable statistics. As an alternative, considerable effort was made to confirm findings and conclusions through more detailed qualitative interviews. In certain selected cases, sufficient "respondent preference" data was collected to allow development of some "rank order" statistics.

B. INTERVIEWS WITH INTEREST GROUPS

In late April, 1989 the Task Force requested Coopers & Lybrand to undertake a second survey directed at various "interest groups" involved in some manner with international business education. The list of interest groups targeted included Alberta's various Chambers of Commerce, business educational institutes, and industry sector associations. A complete listing of those groups/individuals interviewed is presented in Appendix IV. A total of twenty five respondents were interviewed during this activity.

The key work steps for this part of the assignment included:

- Development of a discussion guide. The discussion guide is attached as Appendix V.

- Personal interviews with individuals and groups of individuals. In some cases, representatives from different organizations participated in group interviews. This process stimulated a sharing of ideas and proved to be a constructive process.

- During the interview process, a number of background documents were identified. A complete listing and selected examples of these are presented in Appendix VI.
- Information gained from both the interviews and review of documents was then analyzed for inclusion in this report.

In the interest of facilitating comparisons and because of the common purpose of both surveys, the results are presented together later in this report.

III. KEY FINDINGS FROM SURVEY OF INDIVIDUAL EXPORTERS

Coopers & Lybrand met with thirty one exporting companies. The response to the survey from participants was very positive and often more than one executive of the participating company was asked to attend the meeting to strengthen the depth of input. The general attitude of respondents toward this survey was that international business education is something that companies must take a serious look at.

In the sections which follow we first present a profile of study participants and document their international business education needs. We then discuss the nature of international business education programs required and describe the interest of the private sector in supporting such programs.

A. PROFILE OF PARTICIPANTS

The participants exporting activities ranged from companies who are first-time international marketers to very sophisticated exporting corporations such as Dow Chemical and Northern Telecom. Exact revenue numbers were not always obtainable, for example, from private companies, so we have not carried out a detailed analysis of sales and export dollars. However, certain trends are evident and will be addressed in this report.

The top countries exported to, in approximate descending order are:

1. United States
2. Japan
3. Other Pacific Rim (Hong Kong & China mostly)
4. United Kingdom
5. Other - Australia, Germany

Interestingly, several companies do not consider sales to the United States as international business. This is particularly true in the forestry products industry where the U.S. is grouped as part of the domestic market. The percentage of total sales exported to the U.S. by this industry is very high (eg. over 70%)

The U.S. is by far the largest importing country of Alberta products and the most constant customer. Other countries change importance as markets fluctuate. Of the exporters we spoke to, on average, about 50% of sales were exported. All companies hoped to increase export sales. Few companies were able to describe the direction of new or expanding markets in anything more than generalities. The interest in international business is strong, but the degree of sophistication in strategic international business planning varies tremendously.

Organizationally, restructuring is starting to happen within companies to accommodate international sales. Companies more sophisticated in international marketing have departments specifically designated to handle international sales and marketing. Some manufacturing companies do have sales offices located in host countries and many companies have senior level executives assigned to international business as part of their overall corporate responsibility but with no separately defined international structure. Northern Telecom, for example, has a World Trade Centre which manages all international business. The overseas market in Japan has recently opened up for the forestry industry because Japan changed the building standards to North American standards. The three companies we spoke to from the forestry industry have just assigned responsibility for international business to a specific individual.

In most companies interviewed, international business responsibility is generally assigned to a few experienced senior staff.

B. INTERNATIONAL BUSINESS EDUCATION NEEDS

1. Alberta Firms do not Consider International Business Education to be a Priority Issue

Companies do not have strategic plans to develop management in international business although they recognize a need to do so. Developing such plans is not a priority and does not currently appear to be an important issue. On the job training is fulfilling their needs satisfactorily.

Expected changes in international staffing:

- Conducting business internationally is viewed as an elitist role and it is not perceived that there will be there a growing need for seasoned international business executives; and there is no significant indication of additional new positions in international business being created in Alberta.

- Of the companies that do intend to add international staff, and who were able to give us numbers, the numbers are not more than 4 - 5 in total. Two companies specifically stated that they would hire in host countries, or perhaps buy a company in the target area to satisfy their needs through acquisition.

- Five companies indicated growth and a need to develop and train current staff in international business rather than hire outside. However, in most cases, a development program is neither structured nor planned. These numbers do not indicate an immediate demand for International Business Education.

2. Skills Required to Conduct Business Internationally

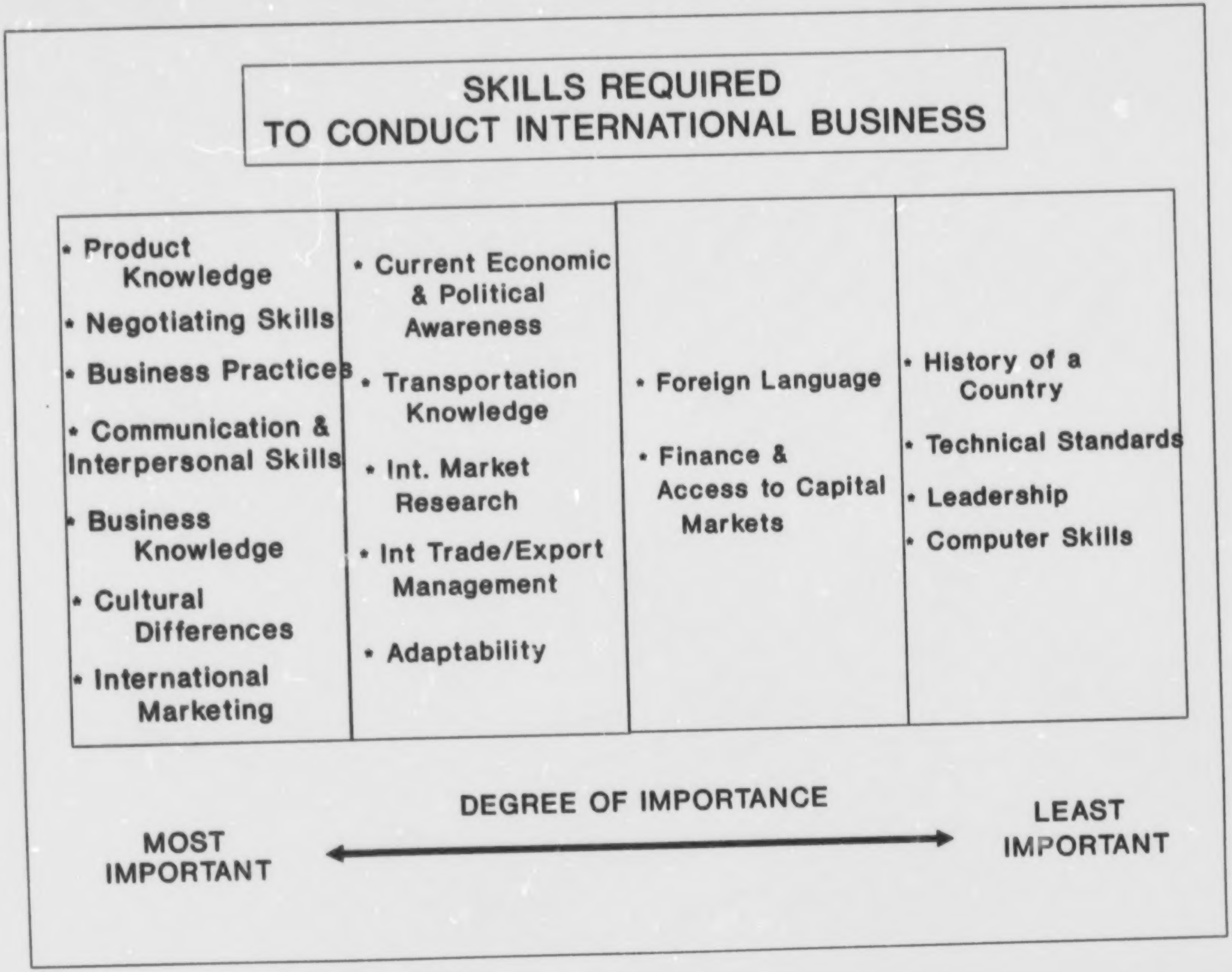
Exporters were asked to consider a list of skills required to conduct business internationally and rate them as to their importance. Responses were surprisingly consistent and Figure 1 presents an approximate ranking of the responses. Detailed product knowledge, the ability to negotiate, and, understand different cultures and business practices were consistently rated as very important skills required to conduct business internationally. The importance of transportation knowledge was very industry specific and is discussed in a later section.

Comments about the necessity for foreign language capability varied considerably and included the following:

- "National agents or brokers, who know the host country language, are very often used;
- In many countries, Asian particularly, it is extremely important to understand the language completely, and thoroughly know all possible idioms or innuendos;
- Unless someone is completely fluent, one could do damage in business negotiations;
- It may be good to learn a language, but for social occasions only".

International market research capability was noted as being an immediate need, particularly for businesses relatively new to international business.

Figure 1



SKILLS REQUIRED
TO CONDUCT INTERNATIONAL BUSINESS

• Product Knowledge • Negotiating Skills • Business Practices • Communication & Interpersonal Skills • Business Knowledge • Cultural Differences • International Marketing	• Current Economic & Political Awareness • Transportation Knowledge • Int. Market Research • Int Trade/Export Management • Adaptability	• Foreign Language • Finance & Access to Capital Markets	• History of a Country • Technical Standards • Leadership • Computer Skills

DEGREE OF IMPORTANCE
MOST IMPORTANT
LEAST IMPORTANT

Computer skills are considered a tool, but not a necessary skill to do business internationally and this skill was consistently rated not important.

Additions to this list included product knowledge, the knowledge of JV's and licensing. Patience and persistence were also identified as critical abilities to have when dealing internationally. To be successful one needs to feel comfortable working with uncertainty.

Generally, most of these skills are developed through a combination of in-house training and outside assistance. Most exporters indicated that not all needs are being met and additional training sources would be useful if available.

3. The Importance of Transportation

Study respondents were asked to indicate the relative importance of transportation skills and experience in developing and retaining export markets. Transportation was defined in a broad context to include physical distribution, inventory, warehousing, customs brokers, etc. The highlights from this component of the survey are presented in Figure 2. The Figure shows that resource based industries including forestry and petro-chemicals tend to consider transportation as a key element in conducting international business in either Canada or the export country. For industry sectors such as electronics manufacturing and construction management, transportation knowledge is less important as a strategic variable. Finally, for companies such as pure engineering firms, where transportation costs are insignificant, transportation was not identified as a priority item.

Figure 2

TRANSPORTATION ROLE in International Business

1. Transportation Knowledge is very important in either Canada and/or Export Country

Resources
- Fording
- Luscar

Petrochemicals
- Shell
- Novacor
- Dow

Forestry
- Canfor
- Pelican
- Millar

Agrifood
- XL Foods
- Bee Maid Honey

Machinery
- Cdn Foremost
- Delta Projects

Manufacturing
- Sun Ice
- Novatel
- SMED

2. Transportation Knowledge is Less Important as a Strategic Variable

Construction - PCL

Electronics - Westronics

3. Transportation Knowledge Not a Significant Factor

Others
- Alta Genetics
- Stanley Engineering
- Chembiomed

4. How International Business Education Needs Are Met Today?

Participants were asked to rate the following staff development methods for international business and indicate the degree of effectiveness. The choices offered were:

- In-house courses, workshops, etc.
- On-the-job training.
- Private sector consultants.
- Academic consultants.
- Combining private and academic consultants.
- Internal and external resources combined.
- Foreign International Business schools/programs.
- Canadian business schools.
- Other (please explain).

On-the-job training is currently the most frequently used and is perceived to be the most effective method of international staff and management development.

Actual hands-on experience in conducting international business in the host country is considered critical to success and it is perceived that this experience can only be obtained on-the-job. Programs do not yet exist which offer practicum overseas experience and the cost factor in providing such international experience in an educational setting would be incredibly high.

Few other methods are used; however, some companies occasionally use consultants.

5. The Role of International Business Education in Recruiting

International business education is not a factor when recruiting on-campus because companies do not hire for international business at entry level in Alberta. Only people with international experience are considered. When hiring at post-experience level, international business experience is the only consideration - specific international business education is not a criteria.

Respondents were also asked to indicate their level of agreement with statements on hiring criteria. Because companies do not hire to international business positions at the entry level, the answers to these questions tended to be hypothetical in nature.

Employers do not hire for international business positions at entry level and most are not aware of or do not appreciate international business programs. Therefore, they do not have an experience base to test the value, at entry level positions, of:

- the value of international business education;
- international exchanges/internships; and
- foreign language ability.

The level of international awareness among entry level applicants is not important, but would be considered an asset. The number of entry level applicants definitely exceeds demand, and the demand will not be increasing in the foreseeable future. Exporters foresee continued use of experienced international business executives and will continue to hire at post-experience levels. Executives will increasingly require international business expertise, but the consensus is that these people will be developed and trained in-house.

Responses ranged relatively equally as to whether business education applicants are favoured. However, exporters did not express a preference for post-graduate level applicants and, specifically, MBA's were not generally preferred among the people C&L spoke with.

Respondents strongly agreed that functional business skills and technical excellence are sought at entry level, and not international business skills.

About 1/3 of the companies depend on host country hiring to meet their international business skills needs, but, there is strong agreement among exporters that there is a growing need for qualified Canadians to manage international operations.

C. AWARENESS AND USE OF CURRENT INTERNATIONAL BUSINESS PROGRAMS

Awareness of international business programs is very low and Canadian business schools are not used. The Banff School of Management is known and Western and Capilano College were mentioned. Canadian business school programs that do exist have not developed a high profile in Alberta.

Harvard, Stanford, MIT, Purdue and other U.S. Universities were mentioned as offering reputable programs and the International Business School in Geneva was recommended as a good model on which to build a Canadian Program. Programs offered through Alberta Economic Development and Trade are known and used.

D. NATURE OF PROGRAMS REQUIRED

Because awareness of current programs was extremely low, rather than ask participants how programs could improve, we asked them to offer comments on the following:

- What are your international training needs?
- What would you like to see happen?

Information gathered indicated two major types of education needs:

- University level education for longer-term developmental needs.
- Short-term programs aimed at responding to more immediate needs of experienced international business professionals.

1. University Education in International Business

The interest in, and need for international business education tended to revolve around immediate requirements as opposed to university level education. International business education at the university level was not considered as a priority but tended to be viewed as a long-term developmental solution to providing basic technical/business skills and knowledge. As industry becomes more sophisticated in international business education strategies, university level education could become respected as a basic skill provider to enhance on-the-job training.

University education in international education was considered as an extra benefit possibly only in recruiting. If given two equal candidates, one with international business education and one without, they may choose the candidate with international business experience. However, international business education is definitely not considered to be a requirement in recruiting.

To gain expertise in international business, one must travel extensively - cost and time are two major factors here. It is very expensive to travel overseas and considerable time commitments are essential. Therefore, investment in training staff on-the-job is very high. Because international business experience is considered so essential, questions surrounding university level education are:

- How could programs or students afford the cost of travel?
- Who would provide the hands-on work experience? (Companies doing business internationally build rapport and develop business over long periods of time. To offer students short-term practicums could be of little benefit and could cause damage with long-standing customer relationships. The risk to a company to bring in students, would be too high).
- Could such practicums be at all feasible?
- Could programs possibly offer industry specific experience?
- Because of time and travel costs, would university programs be global enough to be worthwhile?

Exporters do not depend on formal international business education programs. Trial and error methods are status quo and the concept of introducing formal training programs would have to be well-presented to be accepted. A real or immediate need has not been expressed.

2. The Immediate Focus is on Short- Term Programs

Interest exists in programs which would respond to current and fluctuating international economic and industry activity. To be credible, seminars/workshops must be conducted by reputable and renowned international business leaders.

Executives or key personnel who actually conduct business internationally are usually seasoned professionals whose time is limited and costly. They deal with other senior level people and in order to attract them to a program, the programs must be conducted by people who have:

- specialized knowledge;
- international business experience of some reknown;
- state-of-the art knowledge or expertise;
- current and specific information which is otherwise difficult to obtain.

Academics would not attract international business people to courses.

Programs which would bring people from other countries would generate interest. Programs must also be responsive to changing industry activity.

3. Topics Of Interest

Several topics were suggested as being subject areas that could assist exporters:

Technical side of doing business:

- customs, tariffs, excise
- international laws
- regulations
- standards

Market Research:
- learning the market
- what they use the product for
- state of host country technology
- international competitors

Cultural Differences
Business Practices
Barter Trade
World Banking Practices
Who's Who in a Host Country, (the process for determining who's who and specific country information)
Corporate Relationships
Technology Transfer Requirements
Foreign Joint Ventures
International Diplomatic Structure
Transportation
Financing Contracts
LC's and Foreign Exchange Hedging
International Terms of Trade
International Marketing Specialized by Culture Type
The Process of Researching Information on:
- where to go
- who to contact
- culture
- weather conditions

- working hours

Methods of Raising Money

Current Issues:

- economic trends
- political events
- technology changes

Market Changes

4. Attitudes Toward New Executive and Management Development Initiatives Expected in the Next Five Years

Exporters were asked to comment on various possible initiatives in international business education. Again, discussions tended to be hypothetical, but the following comments were offered.

a. MBA in International Business

Comments:

- Could be useful to offer international business technical knowledge.
- Presently, would only be viewed as a plus in recruiting - experience still essential.
- Would be more useful if taken post-experience.
- Companies do not support key international business personnel being gone for an extended period of time to receive an MBA

- Once people are skilled international business professionals, an MBA is not deemed to be of any added value.

- International practicum experience would be most useful but cost and industry support factors possibly prohibit such initiatives at this point in time.

- There is a sense of neutrality about an MBA in international business. The level of importance was relatively split from very important through to not important.

b. Advanced Management Program (4 - 8 weeks full time)

- Typically, 4 - 8 weeks was considered to be too long off the job.

c. Executive Development Course (1 - 4 weeks full time)

- This approach is considered to be more practical because of the time involved.

d. International Business Courses (8 - 12 weeks part time)

- The majority of people felt this type of course would be useful.
- If people are travelling, class attendance commitments can be difficult.

e. Workshops and Seminars (1 - 5 Days)

- Rated highly as a means to provide international business education.
- The reason for the popularity of this type of initiative is the shorter time frame.
- People interested in international business education are wanting focused and concentrated information which can be absorbed in a short time.
- One company did note; however, that if costs were too high, a company could be better off sending an employee to a foreign country for first-hand experience.

f. Executive Exchanges

- Few companies in Alberta have a large staff conducting international business and many are in the infancy stages of international work. They cannot afford to lose an executive for any length of time. They must maintain momentum, contacts and consistency. To release a key person for any extended period would be detrimental to conducting business.

- Lack of language skills would likely be a barrier to effective exchanges.

- Executive exchanges were not viewed as practical.

g. Exchange with Government/Private Sector Language Training

- Again, time and lack of people are major problems.

- Language skills are not a priority with companies because resources are readily available, usually within the host country. If companies do promote language skills, it is for social use, not to conduct foreign business.

- There is concern that one needs to know a language thoroughly in order to conduct business.

- One large company for example, has a consultant teaching their international business staff Mandarin at lunch time for social use.

Another issue surrounding language training is that markets fluctuate. While Japanese was the language to know a few years ago, Mandarin is the language to learn today. Is it worthwhile to invest considerable sums of money and effort into learning a language, when a new market will present a new language requirement? International marketing people particularly face this issue because, of course, they are constantly seeking new markets, probably in new locations.

h. Other Initiatives

Industry schools were suggested as a way to handle costs and respond to the desire to deal with experienced people in international business.

It should be noted that the common major consideration in developing any international business education program is time away from job and costs.

E. PRIVATE SECTOR SUPPORT

1. Support for International Business Education is Ad Hoc

The importance of international business training initiatives has not yet been accepted and therefore the commitment to support is negligible.

Although some companies currently support domestic education programs; they are only guessing as to potential support their companies would offer international business training programs. Scholarships, tuition paid for employees and program funding for domestic programs are quite common place for companies. However, with respect to international business training, the perception is that costs for support could be considerably higher.

We cannot assume that because a company supports certain types of programs now, that they would also support international business education.

Some more internationally sophisticated companies do support forms of international business education, but these are well-established international companies.

For example, Northern Telecom has a World Trade Centre where all international business is conducted. This World Trade Centre has started a foreign student exchange program which is paid for and supported by Northern Telecom. The University of Calgary Business School who have a program for students who want to work internationally, is also supported by Northern Telecom.

2. Secondment of Executives

One form of corporate support is to offer the time of executives to teach. Two opposing schools of thought exist on this approach:

- concern for competitive edge
- support for industry cooperation

a. Concern For Competitive Edge

Some executives would be willing to teach, however, with competitors in the audience, they may be consciously reluctant to share information that could affect their competitive edge. Conversely, a couple of participants expressed concern in attending a workshop conducted by a peer, suspecting full information would not be divulged anyway and the effort would be a waste of time.

The legitimacy of courses conducted by senior industry people is suspect. To counter this concern, only very high profile individuals of international renown and who do not have competitors in the audience would likely be attractive.

These concerns would have to be dealt with effectively.

b. Industry Co-operation

Some companies have formed industry alliances to share information and resources. XL Industries, for example, belongs to a Meat Export Federation which was just recently formed.

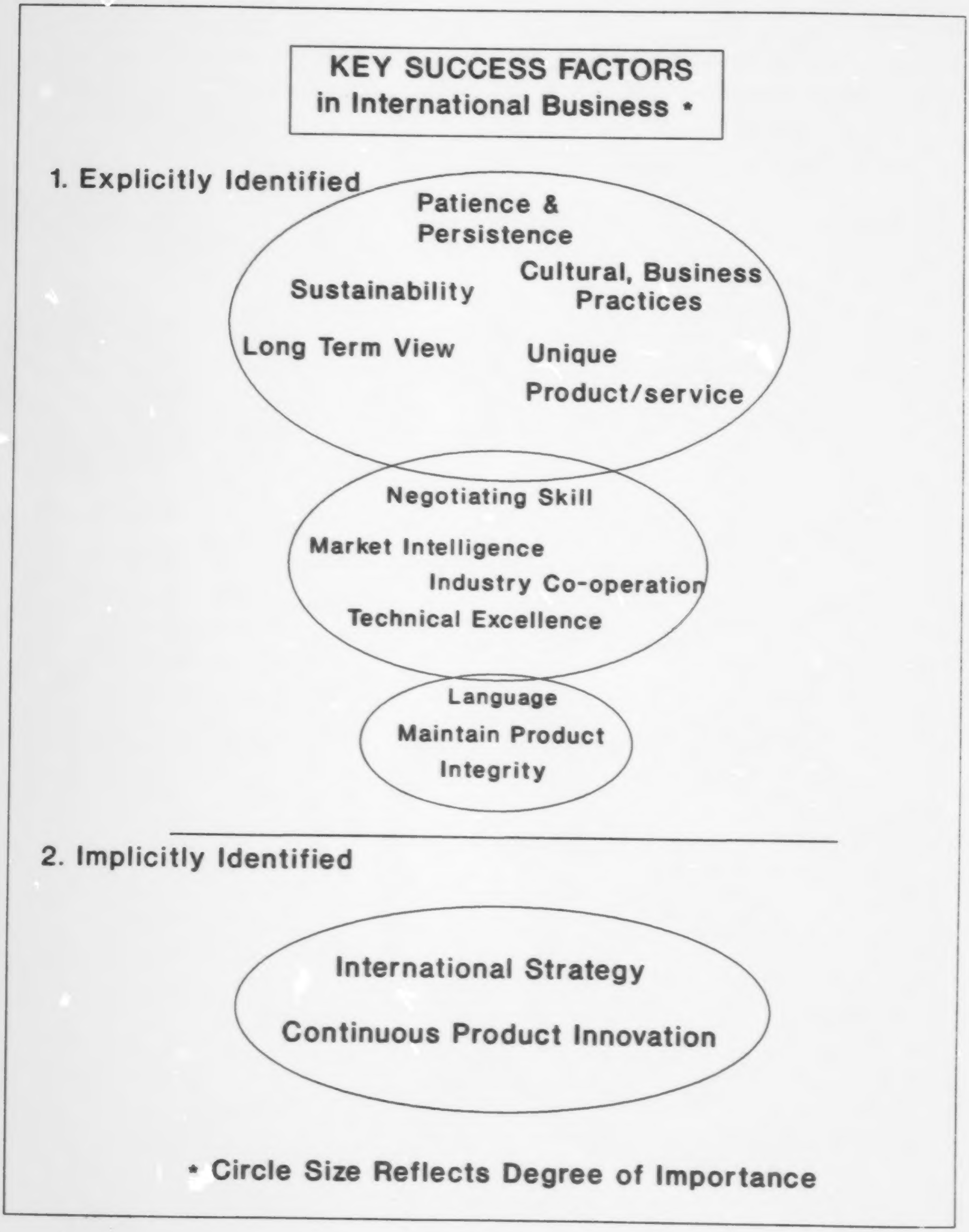
Similarly, Delta Projects and Canadian Foremost helped form an industry export club. The mandate of this club is to create a high profile of the industry. Although competitors are involved in each of the above groups, ultimately it is beneficial for everyone to work together because a bigger pie is created for everyone to gain a piece of.

Strategically such industry ventures are meant to help infiltrate new markets from an industry perspective. They intend to work jointly to sell and promote the industry on world markets. Hence, there will be more opportunity for everyone to succeed.

F. SUMMARY OF KEY SUCCESS FACTORS FOR INTERNATIONAL BUSINESS

In order to understand the relationship between international business education and actual success in international markets, respondents were asked to identify the key elements for success in international business. Although key reasons vary from industry to industry, the relative importance of the various factors was reasonably consistent. Figure 3 identifies the approximate rank ordering of the key success factors identified both explicitly or implied through discussions. The Figure shows that factors such as patience and persistence, awareness of cultural and business practices tend to rank among the most important key success factors in international business while factors such as language and the maintenance of product integrity are of lesser importance. Interestingly enough, almost no respondent talked about the relevant importance of overall international strategy or the need for continuous product innovation. These were only uncovered during the course of the interviews and were determined to be very important.

Figure 3


KEY SUCCESS FACTORS
in International Business *
1. Explicitly Identified
Patience & Persistence
Sustainability
Cultural, Business Practices
Long Term View
Unique Product/service
Negotiating Skill
Market Intelligence
Industry Co-operation
Technical Excellence
Language
Maintain Product Integrity
2. Implicitly Identified
International Strategy
Continuous Product Innovation
* Circle Size Reflects Degree of Importance

A cross section of the various responses to this question are presented in Figure 4. The responses have been categorized into "soft" and "strategic" factors. From a comparison of Figures 3 and 4 it is interesting to note how a number of soft factors are considered to be among the most important key success factors (eg. persistence, cultural appreciation). Further, it is interesting to find that not a single respondent identified a well-thought-out international strategy as a key strategic factor.

FIGURE 4

WHAT HAVE BEEN THE KEY ELEMENTS FOR SUCCESS IN INTERNATIONAL BUSINESS?

SOFT FACTORS

- Understand the culture and business practices of the host country.
- Patience and persistence.
- Ability to listen to customer.
- Strong willed.
- Good negotiating skills.
- Be a well-respected and seasoned professional.
- Good interpersonal skills.
- Develop and maintain relationships well.
- Be energetic.

STRATEGIC FACTORS

- Ensure corporate commitment to international business.
- Do thorough and extensive market research.
- Develop strong promotional and marketing strategies and then market aggressively.
- Develop strategic alliances.
- Develop industry co-operation.
- Be price competitive.
- Develop superior service and follow-up plans.
- Ensure reliable access to foreign markets.
- Develop highest quality product.
- Promote a unique technical expertise on a world scale.
- Develop stable labour relations.
- Have low-cost production.
- Ensure high productivity of labour.
- Ensure all transportation aspects are handled well.
- Maintain product integrity from source to delivery.

IV. KEY FINDINGS FROM SURVEY OF INTEREST GROUPS

The interviews held with the broad cross section of associations, industry sector representatives, educational institutes and professional organizations added depth to the individual export company interviews, and also, identified a number of important factors which could influence the context in which international business education has been, and may be, delivered within Alberta. The interviews:

- confirmed many of the findings of the individual exporter survey;
- identified many of the common themes held by Alberta organizations as to the importance of international business;
- helped to put international business education needs in perspective;
- identified a number of concerns with government programs;
- helped to describe how international business must be integrated into our communities;
- raised serious concerns about other factors influencing international business such as research and development support; and
- indicated the strong need for a comprehensive strategic plan to pull together Alberta's international business education and economic development programs.

Although it might be argued that a number of these issues are beyond the purview of this work, it was obvious that these factors are inter- dependent and should be considered collectively in any analysis.

A. INTERNATIONAL BUSINESS EDUCATION - NEED OR DEMAND?

This section examines the "need and demand" for international business education in Alberta as a function of business size, business interest in the subject and the requirement to start "thinking globally".

1. Alberta's Exporters are Highly Polarized into Either Very Large or Very Small Firms

On the one end of the scale many of our exporters are multi-national corporations (MNC) (e.g. Amoco Canada, Dow Chemicals) and their products are sold FOB at a Canadian location. A different division of the same multi-national corporation then handles the international sale of products. Under this structure, the Canadian divisions of these firms have indicated little need for international business education. On the other end of the scale, Alberta has 1,000 to 2,000 small businesses who have had some exposure to exporting. Unfortunately, many of them have not had the plans, resources, product advantages, nor have they appreciated the high risks of international markets. Interviews with the associations representing many of these firms indicate that many firms have tried the export market but have withdrawn for the above reasons. At present, it is estimated that there are about 400 businesses who are active exporters within the Province. When these are divided into the MNC and small business groupings, Alberta has a very small base on which to build international business education programs.

2. The Interest Group Survey Confirmed that Business is Somewhat Indifferent to International Business Education

Although many of the organizations and associations to which businesses subscribe have taken a very active interest in international trade and business education, these groups also reported that businesses themselves are not that interested in formal international management training. This finding is consistent with the Going Global study...
("The most significant obstacle to further progress in internationalizing Canadian management is not the business schools nor governments, but business itself"). Canadian executives are uninterested in formal international management training."

From our discussions, however, it is not evident whether this lack of interest stems from a poor understanding of the need for Canadian businesses to start thinking globally, or whether the vast majority of these businesses are just not ready to compete in international markets.

3. There is Consensus that Alberta Does Not Have an "Export Based" Need for International Business Education, at Least in the Short Term

Respondents from the interest group survey generally concurred that many of Alberta's businesses are not ready to compete in international trade, and as yet, have not thought about the prospect of competition from international sources. This factor, combined with the polarized (either very large MNC or small sized) international business base identified earlier, led most respondents to conclude that there will be little or no "demand" for international business education from Alberta businesses.

4. Several Interest Groups are Very Concerned About Our Preparedness for the "Global Village" of the Future

Despite the business community's low level of interest in international business education at present, nearly all of the interest groups associated with the business community (e.g. Canadian Manufacturers' Association, chambers of commerce, business education institutes) have taken a longer term view and many of them have prepared "position papers" documenting their ideas on the potential importance and impact of international trade. Examples of these include resolutions by Chambers of Commerce, papers on the role and importance of post secondary education and efforts to describe our need to remain competitive in the future. Several of these examples are included in Appendix VI.

5. There is an "Intellectually Based" Need to Stimulate International Business Education within Alberta

Perhaps one of the most important findings from the interest group survey was the strong interest shown by many organizations of the importance of stimulating international business education within the Province. There was common support for the idea that some organization (and our business schools were frequently mentioned) must take a leadership role in encouraging our business base to become more concerned about international trade.

6. There is Common Concern That We Need to Encourage Our Businesses To Think Globally Even if They Only Wish to Operate Locally

Again, consistent with the Going Global report, many of the business and educational interest groups supported the idea that we need a "hard sell" of international business education to the business community. We need to "stimulate interest in export trade readiness". Our businesses must at least be aware of the potential for new sources of supply, and also, the possible threat of new international entrants into their markets. Chambers of commerce, in conjunction with government and the various educational institutes, were singled out as having a major contribution to make in this area.

B. THE SETTING AND PROGRAM REQUIREMENTS FOR INTERNATIONAL BUSINESS EDUCATION

Interest group respondents offered a number of ideas describing the setting and possible program elements for further international business education within the Province.

1. There is a Need to Have an Integrated Approach to International Business Education

Most interest group respondents concurred that if we accept the global village as a reality, then we have a substantial need for more global education at many levels. In this sense, the study respondents included all levels of education starting at elementary levels and proceeding through to secondary and various adult education programs. Respondents also indicated that they would like to see international business education not become "institution bound" but be available on an as-required basis in various communities. Study respondents also wanted to see international business education being developed using the resources available in the community (e.g. drawing from the substantial talent pool available among our immigrants).

The survey found that many "pieces" of an international business education program are already in place at various institutions (e.g. U of A, U of C, AVC, Grant MacEwan, Mount Royal, N.A.I.T., S.A.I.T.) but these various programs need to be pulled together as an integrated package.

2. Our Immigrant Populations, Ethnic Communities and Numerous Multi-Cultural Organizations Can Serve as an Important Catalyst to International Business Education

Study respondents generally felt that our immigrant populations had been overlooked as a contributing source to support international business education development in the Province. There were comments that there are numerous advanced technical skills within these groups which could be used either for international business skill training or to be called on as "vanguards" to lead further international business development within the Province. Many of our immigrants already have a detailed understanding of export markets and often have a more liberal attitude toward risk than do many Canadians.

3. Several Different Models for International Business Education were Discussed

The Alberta Summer Institute for Petroleum Industry Development (ASIPID) model was discussed as one tool for international business education. This model is designed to share Canadian petroleum technology with interested oil company executives from around the world. Although this model focuses on the education of non-Alberta businesses, the presence of international industry executives attending courses in Alberta does offer the opportunity for network development and a two way sharing of ideas. There was general consensus that the model has worked very well and that it could be adapted to other sectors. Further, there was general feeling that there could be more sharing from the export country participants with Alberta industry representatives.

The concept of "world trade centres" in Alberta, as locations for international business education, was also proposed. In this model a group such as a chamber of commerce or trade and convention Bureau takes responsibility to establish a facility to be designated as a world trade centre. This centre then becomes a clearing house for international business and education. The trade centre offers the focal point for international trade within a city or region. The trade centre is considered to be "neutral turf" without undue influence from government, business or the education sector.

A third model for international business education, patterned after a model being considered for the U of C (Canadian International Petroleum Management Centre) was also proposed. This model is focused on the oil and gas industry and calls for the development of a university based international management centre, comprised of industry, government and educators, all focused on developing a centre of excellence in an industry sector. This particular model would offer courses of a three to six week duration.

Although two of the above models are focused on the oil and gas sector, they offer a number of attributes which could be applied to international business education:

- training programs should be integrated, yet modularized, allowing the student to pick and choose or to complete all elements as part of a certification program;
- training programs should not be overly long or short, somewhere in the range of three to six weeks;
- training programs should be practical, applied and taught by industry instructors where appropriate;
- training programs should be organized to deal with the opportunities and operating environments primarily found in the country targeted for Alberta exports; and
- the programs should incorporate advanced learning techniques.

4. Our Business Community Must Adopt the "Marketing Concept" (vs. the Product Concept) as a Way of Thinking

The survey of exporters and interest groups confirmed that a significant number of Alberta's exports can be classified as "unique products". The concern is that we will only maintain a competitive advantage to the extent that these products cannot be copied. Further, given product obsolescence, we will only maintain our competitive advantage as long as we can continually support product innovation. There is concern however, that our industry base does not have the critical mass to support this ongoing innovation. The result is that Alberta's exporters must start taking a more market based approach and start looking into potential export countries for needs which they can meet or satisfy with Alberta products and technology. The difficulty is that most Alberta companies do not have a "market orientation" and they have not developed programs for identifying customer needs nor managing new product development. There was general consensus that Alberta firms need to adopt market analysis and research techniques as much more important business tools and try to match potential export country needs with Alberta products and capabilities.

Along these same lines, several study respondents indicated that "we are not a country of marketers or traders" and that our attitude is likely to change only through long term immigration, education and a process of "competitive bruising". One respondent observed that a number of Canada's currently successful exporters are presently headed up or significantly staffed at a senior level, by ex-patriates from export countries.

5. Our Businesses Need to Develop a More Indepth Understanding of Differences in Cultures and Markets

Figure 5 presents a number of the differences which exist, for example, between North American and Asia Pacific markets. Study respondents strongly supported the idea that our businesses only learn about many of these differences through trial and error and are often frustrated when early efforts to conclude a sale or contract are unsuccessful.

Figure 5

VIEW OF BUSINESS (VALUES)

NORTH AMERICA	ASIA PACIFIC
Shareholders More Important	Labor More Important
Language - English	Multiple Languages
Corporate Focus - product standards/costs - quantity - profit	Corporate Focus - teamwork - people - quality
Product Innovation	Application/Manufacturing Engineering
Dealmaking	Negotiating
Work Habits - 8 to 4	Work Habits - Dawn to Dusk
Competition	Relationships
Stable Markets	Unstable, Dynamic Markets
Trade Delegation - come to buy	Trade Delegation - build relationships
Behavoir - MBO, Individual thinking	Co-operating, Long Careers

6. People are Key in International Business Strategy

A recurring theme throughout the interviews with the various interest groups reinforced the idea that networks, relationship building and cultural sensitivity are all very critical in international business. The implication for Alberta firms is that we need to start thinking less about "products, prices and standards" and start thinking more about cultures, international training and foreign organization structures. The idea that people are a critical success factor was reinforced several times. One respondent commented that "marketing wars are won by men and women who understand other men and women, and not by companies."

7. Our International Business Education Must Focus on Key Markets

Numerous study participants suggested that Alberta is a comparatively small province which should be using a "rifle approach" in selecting those geographic areas of the world upon which it is going to base its international business education. Regions frequently mentioned included:

- non- Japan, Asia/Pacific (specifically China, South Korea, Taiwan, Indonesia)
- Japan
- Central and South America (specifically Mexico and Brazil)
- Western Europe (U.K., France, Italy, West Germany, Spain, Turkey), and
- North America.

Although offshore markets have stimulated considerable interest, the North American market (and specifically the United States) is by far the most important for Albertans in the medium term (e.g. next 10 years). This market is of substantial size, offers stable growth for most firms who can successfully penetrate it, is accessible, and presents good opportunities for many of our resource and high technology based firms.

Study respondents were generally against non-country specific international business education as they felt that each market required development of an intense knowledge base, and that without that base, we could not be successful in any given market.

8. More Innovation is Required in International Business Education

Most study respondents were strongly against centering international business education in one facility. Several alternatives were proposed:

- "We should develop international business education programs that can be delivered using distance education techniques";

- "We should offer cooperative education/work programs designed to expose both locals and international business executives to Alberta and international markets";

- "We should substantially increase the number of student exchanges".

9. **There Appears to be More Interest in Creating General International Business Education Within the Province Than in Developing an Elite Management Institute**

Although both of the above views were offered, study respondents generally felt that an Alberta based "elite management institute" would have trouble attracting sufficient senior level resources, and further, this type of school would not serve Alberta's long-term business based needs nor likely be available outside of a major school such as the University of Alberta or the University of Calgary. Given a substantial resource commitment, however, study respondents did support the idea that it would be nice to have an elite program as a corner stone for more general business education initiatives.

10. **We Should Enhance our Existing Business Education Programs with more International Business Elements**

Study respondents felt there was considerable room to "internationalize" our existing institutions. This might include the addition of IB courses to the Bachelor of Commerce and for MBA programs. Although local Alberta firms are not presently recruiting IB skills, study respondents believed this would be a low cost way to start the long-term move to increasing the competitive ability of our businesses.

11. **There is a Consensus that International Business Education must Include Government, Business and Educators**

The development of a competitive international business sector in Alberta will require close cooperation between business, various government departments and educators. This group must work together to overcome potential "turf battles", the need for resources, and a requirement to match program development with IB needs.

C. ROLE AND IMPACT OF GOVERNMENT

During the course of the interest group survey, numerous concerns were voiced about provincial and federal government programs particularly as they contribute to/or detract from our international competitive capabilities.

1. There are Concerns About Government Programs in Economic Development

For many respondents, there is a strong linkage between international business education and a number of the programs presently offered by Alberta Economic Development. This linkage appears to exist because a number of the government programs are designed to "educate" our Alberta businesses and further develop their awareness about international trade. Although this objective has credence on the surface, a number of concerns were raised:

- Government programs may be creating a bad image among smaller firms because the smaller firms are enticed to try exporting when they really do not understand the risks or requirements. The criticism is that these programs raise false expectations among unqualified exporters.

- Government needs to move away from support programs and more to programs that help develop international business networks. This was referred to as developing the international business infrastructure within the province. This could be accomplished through government support for more exchange programs with prospective export countries. For example, the Alberta Government could substantially increase the number of Japanese students and/or executives which it sponsors at universities.

- Government programs must become more "reality" based:

  - certain industry sectors should be ignored,
  - Alberta exporters should be given more training in licensing rather than direct export,
  - Alberta businesses should be encouraged to look for smaller scale, value added opportunities, and
  - More Government support should be available to "winning companies".

- Government market access programs are ineffective in that they tend to support "missionary" marketing and do little to help the prospective exporter understand the important realities in the decision to do business internationally. To be successful an exporting firm usually requires significant investment and the development of solid relationships over a long period of time. The thinking is that "if you can't stand to pay for a trip, you can't afford to export."

- Government should focus more on Alberta's strengths (e.g. oil and gas).

- Government programs should be geared more toward services such as engineering and construction management.

- Government assistance programs are seen more as a hindrance than help because decisions take far too long.

- Government should be investing in companies with "real" business potential. Sustainable competitive advantage should be apparent before government assistance is offered.

- Government programs need to be more country specific.

- Programs need to encourage business to business relationships, with less intervention by Government representatives.

2. There is Serious Concern About the Weaknesses in our Education and Tax Policies as they Support Research and Development and our Ability to Compete Internationally as a Result

A recurring theme in many of the discussions held with the interest groups was that international business education alone will not substantially contribute to the competitiveness of our businesses. Improvements to our educational system are required. These improvements are summarized in a paper offered by the Canadian Manufacturers Association...

- Exporters of tomorrow need an appropriate educational base in innovation, technology and knowledge that fits the challenge of international markets;

- There is a need to dramatically increase development programs to support research and development (Canadian high school students have apparently received very low rankings in comparison to other countries in the areas of Chemistry, Biology and Physics);

- Students need a broader educational base in critical areas such as international marketing, business strategy and finance;
- Canadian business students receive little international experience during their B. Comm. and MBA programs;
- A recent conference board report comparing university practices in Europe, Japan and North America shows that Canadian schools offer far fewer courses in international business, and where they are available, there is little or no support for them from the private sector;
- Although chief executive officers agree on the need for international business education, most admit that they don't recruit these skills at present.

D. THE FUTURE

The focus of a number of discussions with study respondents took on a "where should we go from here?" theme. For this reason, study respondents offered a number of prescriptions for dealing with Alberta's future international business education needs.

1. We Must Learn to Cooperate within the Province and as Canadians

Although there is competition among Alberta's cities and institutions for resources and programs, many of the study respondents surveyed during this assignment were very concerned that competition could lead to a fragmentation of resources and much poorer international business programs would be developed as a result. Study participants were very supportive of the all Alberta Task Force and, given the idea that IB programs should not be institution bound, there was little concern that an equitable and useful way could be found to effectively deliver international business education anywhere within the province.

A second area of concern was to find ways for Alberta businesses to work more effectively together in penetrating international markets. The thinking was that both competitors and supporting institutions such as banks need to become more accustomed to co-venturing into new markets. It was felt that this would be the only way we could effectively compete. The Japanese and U.S. models in which the military, manufacturers and financial institutions work together to support international trade were cited as examples.

2. Alberta Should Reconsider its International Economic Development Strategy

As part of the international business education thrust, a number of study respondents felt that Alberta needed a new international business development strategy. This new strategy would re-examine present areas of focus, the capabilities of many of our businesses to export, a need to reconsider the type of development strategy being pursued (e.g. export market development vs. acquisition vs. joint venture), and a suggestion that we get away from incremental, historically based planning in our international business thinking. We need to match resources and plans with opportunities.

3. The People of Alberta are Ready to Make it Happen but a Game Plan and Strong Leadership are Required

Although there may be a built in bias among the various interest groups included as part of this study, nearly all study respondents enthusiastically endorsed a need to start thinking globally and to become more competitive as Albertans and Canadians. A common frustration was the lack of a comprehensive strategy to pull the various resources together and establish a common direction for the future.

V. IMPLICATIONS FOR ALBERTA

The study findings set out in the previous sections raise a number of important questions for Alberta's Education and Economic development ministries. These issues are discussed below.

1. Who Should Take the Leadership Role for International Business Education in Alberta?

Although Alberta's existing exporters do not presently have a demand for international business education, nearly all participants in the study support the long term importance of international business and global thinking - the objective is to get our businesses thinking as marketers and traders. The results from this study would suggest that an integrated model, independent of any particular institution or organization, may be the best vehicle for delivering IB education.

2. At What Pace Should International Business Education Develop?

Although the current surveys show little or no demand for international business education today, there is a strong feeling among study participants that Alberta and Canada's long term survival depends on IB education and we must be firmly committed to the process. Unfortunately, a dedicated program is going to require resources, yet there will be little business support in the early stages.

3. What Geographic Regions Should be Targeted for IB Education Programs?

Survey results indicate that five target regions deserve careful consideration, specifically the United States, Asia Pacific, Japan, South America (Brazil) and western Europe. The significant economic importance of the United States needs to be reinforced.

4. How Should Feeder Programs Evolve to Support International Business Education?

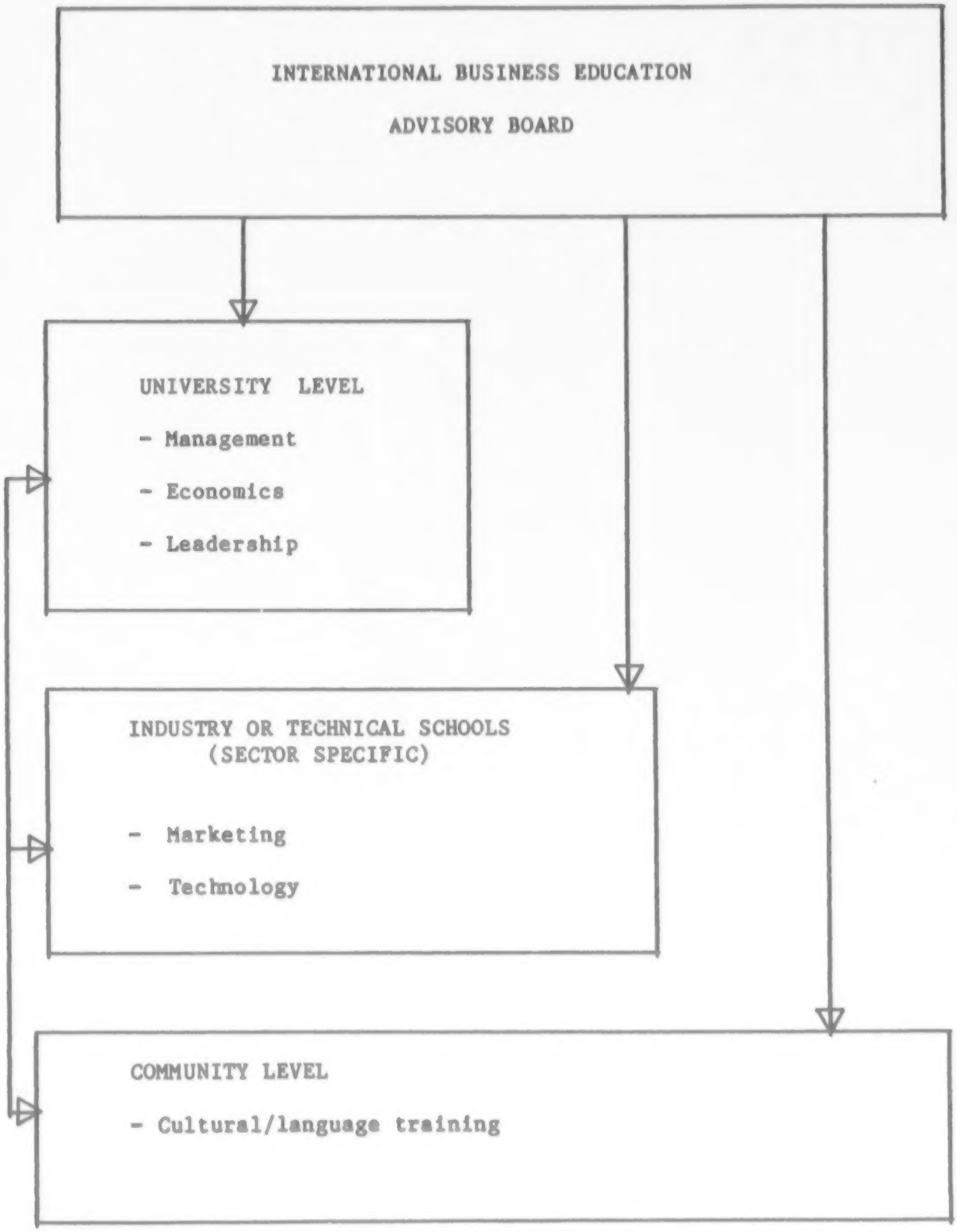
Business leaders, university students and government representatives do not suddenly develop international business awareness. In order to effectively support international business education within the Province there is a strong feeling that we should be encouraging global thinking as early as elementary levels in school and then continuing from that point.

5. How Should International Business Education be Integrated Among Alberta's Various Institutions?

A synthesis of the various interview data and background material would suggest that a three-tiered model may be most appropriate for increasing international business awareness, and also, delivering various aspects of IB education. An overview of this proposed model is presented in Figure 6. This particular model would be flexible and adaptable to changing market priorities and build on Alberta's various institutions which are already involved in IB education. Delivery of programs under the model could be accomplished in a number of ways including full term courses, executive development programs and possibly through distance education techniques. Some form of "IB apprenticeship" or co-operative education program would likely have greatest appeal to the business community. Hopefully, the model would foster cooperation among institutions, not competition.

Figure 6

INTERNATIONAL BUSINESS EDUCATION MODEL


INTERNATIONAL BUSINESS EDUCATION
ADVISORY BOARD
UNIVERSITY LEVEL
- Management
- Economics
- Leadership
INDUSTRY OR TECHNICAL SCHOOLS
(SECTOR SPECIFIC)
- Marketing
- Technology
COMMUNITY LEVEL
- Cultural/language training

6. **How Can Alberta's Immigrant Population, Multicultural Institutions and International Business Training be Linked?**

The interview program with interest groups indicated several ways in which Alberta's immigrant peoples could substantially contribute to international business education. Our immigrants understand export country markets, appreciate the cultural and language differences, are familiar with purchasing and buying practices, are risks takers, and overall, may be more entrepreneurial. This would suggest that our immigrant population may be a good potential source for business start-ups either locally or internationally.

7. **Government Should Assess the Relevance and Effectiveness of its Efforts to Stimulate Alberta's Various Industry Sectors.**

On the assumption that economic development and international business education must go hand in hand in supporting Alberta's overall economic development, results from the survey strongly suggest that some review and refocusing of current programs may be warranted.

8. **Alberta Needs a Vehicle to Drive the International Business Education Process.**

As suggested in the Going Global report, an early task for this new entity or organization would be to substantially raise the awareness of the importance of international business. A second task would be to make the business community more aware of current programs available.

9. How Can We Encourage Our Businesses to Adopt a More Planned, Comprehensive Approach to International Business?

In order for our businesses to compete more effectively, more comprehensive strategies must be developed. There must be particular focus in the areas of market research, market analysis, new product development, organization and staff training. At the onset, firms contemplating international marketing should perhaps do a more careful review of actual market needs versus their capabilities. At Coopers & Lybrand, an international starter kit has been developed to assist firms with this process. For reference purposes, elements of this starter kit have been included as Appendix VII.

VI. CONCLUSION

This assessment of the needs for international business education in Alberta can be compared to assessing the market for a genericly high technology new product - there does not appear to be any demand, yet once the customer is educated, he or she will clearly see the need. There is no question that Alberta must proceed with its efforts to increase the awareness and interest of the Province's businesses in international business education. Concurrent with this thrust, we must find ways to involve Alberta's other residents and organizations in starting to think globally.

THE COOPERS & LYBRAND CONSULTING GROUP

D.W. (Dar) Schwanbeck, C.M.C.   David E. Smith, C.M.C.

APPENDIX I
INTERVIEW GUIDE

Company Name:

Contact Person for International Activities:________________________________

Name:________________________ **Telephone:** ___________________________

Title:_______________________

QUESTIONNAIRE ON INTERNATIONAL BUSINESS EDUCATION

General Information

How many years has your company been involved in exporting? ________ years.

What are total sales, and, at the present, what percentage of total sales are exported? ____________________

What are the top three countries to whom you export and what are the sales per country? ____________ ____________ ____________
Sales: ____________ ____________ ____________

What is the percentage of your exports to the U.S. vs. overseas countries at the present? ____________
In the future? ____________
(Years) 1995? ____________

Do you see your company increasing your export sales in the future? ________
By how much? (% increase over next 5 years) ____________

Will the company be changing the markets or expanding into new markets? Which markets? ____________________

Please describe your organizational structure.
Which areas of your organization deal directly with international activities?

Approximately how many staff are involved in the company's international activities and at what levels? ____________________
____

Please look at the list of skills required to conduct business internationally and rate them as to their importance to your company. Also, please indicate how these needs are being met.

Rating of Importance (1 - 4)

NA Not Applicable
1. Not Important
2. Slightly Important
3. Moderately Important
4. Very Important
DK Don't Know

Host/Country Agent	Rating of Importance	Needs Completely Met by In-House Staff	Needs Partially Met by In-House Staff	Needs Completely Met by Outside Expertise	Needs Partially Met by Outside Expertise	Needs Not Met
History of a Country	______	______	______	______	______	______
Cultural Differences	______	______	______	______	______	______
Business Practice Differences	______	______	______	______	______	______
Current Economic & Political Awareness	______	______	______	______	______	______
Transportation Knowledge	______	______	______	______	______	______
Foreign Language	______	______	______	______	______	______
Finance & Capital Market	______	______	______	______	______	______
International Market Research	______	______	______	______	______	______
International Trade/ Export Management (tariffs, duties)	______	______	______	______	______	______
Adaptability (Environ./Corp.)	______	______	______	______	______	______

..... continued next page

Please look at the list of skills required to conduct business internationally and rate them as to their importance to your company. Also, please indicate how these needs are being met.

Rating of Importance (1 - 4)

NA Not Applicable
1. Not Important
2. Slightly Important

3. Moderately Important
4. Very Important
DK Don't Know

Host/Country Agent	**Rating of Importance**	Needs Completely Met by In-House Staff	Needs Partially Met by In-House Staff	Needs Completely Met by Outside Expertise	Needs Partially Met by Outside Expertise	**Needs Not Met**
Leadership	______	______	______	______	______	______
Communication Skills	______	______	______	______	______	______
Interpersonal Skills	______	______	______	______	______	______
Computer Skills	______	______	______	______	______	______
Technical Literacy/ Standards (e.g. CSA,UL)	______	______	______	______	______	______
Business Knowledge	______	______	______	______	______	______
International Marketing	______	______	______	______	______	______
Negotiating and Bargaining Skills	______	______	______	______	______	______

Please look at the international staff and management development methods below and rate them in terms of their Frequency of Use and Degree of Effectiveness.

Rating (1 - 5)

FREQUENCY OF USE	DEGREE OF EFFECTIVENESS
1. Not Used	1. Not Applicable
2. Least Frequent Use	2. Least Effective
3. Occasional Use	3. Somewhat Effective
4. Moderate Use	4. Moderately Effective
5. Most Frequent Use	5. Most Effective

	Frequency of Use	Degree of Effectiveness
In-House courses, workshops, etc.	______	______
On the job training	______	______
Private sector consultants	______	______
Academic consultants	______	______
Combining private and academic consultants	______	______
Internal and external resources combined	______	______
Foreign IB schools/programs	______	______
Canadian business schools	______	______
Other (please explain)	______	______

Which Canadian business schools or programs have been used by the company to develop international business expertise?

What important needs are not being met by any institution with which you are familiar?

What could an institution do to improve their programs in order to meet the needs of the private sector in international business relations?

What degree of support would your company be willing to give such initiatives? (e.g.: scholarships, secondment, tuition, program funding, other resources)

What new executive and management development initiatives in International Business would you like undertaken in the next five years? Please check all appropriate boxes.

Rating of Importance (1 - 4)

NA	Not Applicable	3.	Moderately Important
1.	Not Important	4.	Very Important
2.	Slightly Important	DK	Don't Know

	Rating of Importance	Level of Management		
		Senior	Middle	Lower
MBA in International Business	____	____	____	____
Advanced Management Program (4 - 8 weeks full-time)	____	____	____	____
Executive Development Courses (1 - 4 weeks full-time)	____	____	____	____
International Business Course (8 - 12 weeks, part-time)	____	____	____	____
Workshops and Seminars (1 - 5 days)	____	____	____	____
On-the-Job Training (Specific In-House Programs)	____	____	____	____
Executive Exchange (with Overseas organizations)	____	____	____	____
Exchange with Government/Private Sector Language Training	____	____	____	____
Others, (please explain)	____	____	____	____

What changes do you expect in your international staff and management development in the future?

We would like to obtain some idea of the qualities and skills your organization is looking for when recruiting on-campus and at post-experience levels. We are especially (but not exclusively) interested in your selection process as this relates to recruiting for positions of international responsibility within your organization.

Do you regularly recruit on-campus for direct entry into positions of some international responsibility?

Yes _____ No _____

Do you generally recruit experienced people for positions of international responsibility?

Yes _____ No _____

Please indicate your level of agreement with the following statements relating to your hiring criteria and selection process. The acronym IB refers to International Business.

CIRCLE THE MOST APPROPRIATE ANSWERS

1. Do Not Agree
2. Slightly Agree
3. Moderately Agree
4. Strongly Agree

N. No Opinion/Not Relevant

---

1. The level of international "awareness" among your entry-level applicants is important. 1 2 3 4 N

2. The number of your entry-level applicants exceeds demand. 1 2 3 4 N

3. Your functional needs criteria favour applicants with business education. 1 2 3 4 N

4. You increasingly hire broadly-educated "generalists" at entry-level. 1 2 3 4 N

5. You generally prefer entry-level applicants with post-graduate degrees. 1 2 3 4 N

6. You favour MBA over bachelor/diploma level business school applicants. 1 2 3 4 N

7. The value of IB education is not tested at your entry-level. 1 2 3 4 N

8. International exchanges/internships rate highly in your entry-level selection process. 1 2 3 4 N

9. Foreign language ability is an important entry level hiring criterion. 1 2 3 4 N

10. The combination of IB studies and language capability is attractive. 1 2 3 4 N

..... Continued next page

CIRCLE THE MOST APPROPRIATE ANSWERS

1. Do Not Agree
2. Slightly Agree
3. Moderately Agree
4. Strongly Agree
N. No Opinion/Not Relevant

---

11. You primarily seek functional business or technical excellence and not IB skills at entry level.	1	2	3	4	N
12. Your executive skills needs include expertise in international business.	1	2	3	4	N
13. Most of your IB skills needs are met from host-country hiring.	1	2	3	4	N
14. You predict a growing need for qualified Canadians to manage your international operations.	1	2	3	4	N
15. You prefer to hire IB expertise combined with functional or technical skills at post-experience level.	1	2	3	4	N

Please indicate how important transportation skills and experience are in developing and retaining export markets. Transportation is defined in a broad context to include physical distribution, inventory, warehousing, customs brokers, etc.

	Transportation Importance		
Transportation Linkage	Low	Medium	High
Within Canada	______	______	______
International/Ocean/ Air/Rail/Truck	______	______	______
Within Importing Country	______	______	______

Please indicate how important transportation skills will be in penetrating new markets:

______	______	______
Low	Medium	High

What have been the key elements for success in international business?

Other Comments:

APPENDIX II
COMPANIES TO BE INTERVIEWED

Canbra Foods	Howard Goodby Sales Manager
XL Foods	Tony Ruffo Vice-President
Lakeside Farm Industries	Garnett Altwasser President
Bee Maid Honey	Paul Belisle President/General Manager
Canadian Airlines	Murray Siegler President/Chief Executive Officer
Atco Ltd.	Norm Robertson President/Chief Executive Officer
Northwest Industries Ltd.	Rollie Casson Contracts Manager
IPSCO	Paul Hibbeln Plant Manager
Canadian Foremost Ltd.	Jack Nodwell President
Myrias Research Corporation	Ted White Chairman/Chief Executive Officer
Northern Telecom	Michael Ennis General Manager
NovAtel Communications	Del Lippert President and Dave Gildart Director, Planning and Measurement

Westronic Inc.	Terry Graham Vice-President, Marketing
Chembiomed	E. J. Cuyler President
Biotechnica Canada Ltd.	Elson McDougald President
Millar Western Industries Ltd.	Ed Vermiere General Manager
Pelican Spruce Mills	Rod Dempster Comptroller
Canfor	Chris Anderson General Manager
SMED Mfg.	Mogens F. Smed President
Sun-Ice	Victor Rempel Executive Vice-President
Luscar Ltd.	John Britt Marketing International
Fording Coal	Jack Moorish President
Novacor Chemicals	John Feick President
Dow Chemicals Canada Inc.	Doug Cattran Manager of Ft. Saskatchewan Operations
Celanese Canada	Dr. I. Brownlee Vice-President/General Manager

AMOCO Canada Ltd.	Don Stacy President
Shell Canada Ltd.	John M. MacLeod President/Chief Executive Officer
Sherritt Gordon Mines Ltd.	Mr. K.T. Horn, Mgr., Market & Development
Stanley Assoc. Engineering Ltd.	Ben Novak Senior V.P.
PCL Construction	C.R. Tarr, Vice Chairman & CEO
Delta Projects	Ms. Linda Gowkind, Business Development
Western Breeders	Perry T. Wilkes, Director of Beef Marketing
Alberta Wheat Pool	Wally Mandill, President
Petro Canada	Bill Brand V.P. Marketing
Canadian Occidental Petroleum	George Putnam, V.P. Marketing & Business
Norcen Energy	Art Wood, V.P. Engineering & Marketing

APPENDIX III

LIST OF EXPORT COMPANY PARTICIPANTS

LIST OF PARTICIPANTS

CONTACT PERSON	COMPANY
Mr. Perry T. Wilkes	Alta Genetics Inc.
Mr. Ron G. Nicols	Amoco Canada Petroleum
Mr. Elson J. McDougald	Biotechnica Canada Inc.
Mr. Brian Sawyer	Canadian Airlines
Mr. Peter Wallis	Canadian Airlines
Mr. Jack H. Nodwell	Canadian Foremost Ltd.
Mr. Jim Engleson	Canadian Forest Industries
Mr. George Putnam	Canadian Occidental Petroleum
Mr. E.J. Cuyler	Chembiomed
Mr. Keith L. McCrae	Delta Catalytic Corporation
Mr. Jack Moorish	Fording Coal Ltd.
Mr. Ken Carnes	Fording Coal Ltd.
Mr. Rick Noonan	Fording Coal Ltd.
Mr. Paul Hibbelm	IPSCO
Mr. John R. Britt	Luscar Ltd.
Mr. Jim Halawell	Millar Western Industries Ltd.
Mr. A. L. Wood	Norcen Energy Resources Ltd.
Mr. John E. Feick	Novacor Chemicals
Mr. Bill Howard	Novacor Chemicals
Mr. Dave Gildart	NovAtel Communications
Mr. Rick Schapka	Northern Telecom
Mr. John S. Scott	Northwest Industries Ltd.
Mr. C.R. Tarr	PCL Construction
Mr. Rod Dempster	Pelican Spruce Mills Ltd.
Mr. Keith Horn	Sherritt Gordon Mines Ltd.
Mr. Larry D. Nielsen	Stanley Associates Eng. Ltd.
Mr. Mogens Smed	SMED Manufacturing
Mr. Vic Rempel	Sun Ice
Mr. Terry Graham	Westronic Inc.
Mr. Tony Ruffo	XL Foods Ltd.
Mr. Art Froehlich	Alberta Wheat Pool

APPENDIX IV

LIST OF INTEREST GROUP PARTICIPANTS

LIST OF PARTICIPANTS

CONTACT PERSON	AFFILIATION
Mr. Chip Collins	Business Advisory Council - U of A
Mr. Chris Phillips	ASIPID Calgary Chamber of Commerce
Dr. Brian Evans	ASIPID
Mr. Jim Campbell	ASIPID
Dr. Fred Otto	ASIPID
Mr. Jack Hawkwood	Western Stock Growers
Mr. Ed Davies	Business Innovation Centre, Edmonton
Mr. Don Eastcott	Canadian Organization of Small Business
Mr. Bob Saari	Canadian Manufacturers Association
Mr. Ted Mieszkalski	Calgary Chamber of Commerce
Mr. Reuben Hamm	Alberta Chamber of Commerce
Ms. Eden Oliver	Canadian Bar Association Calgary Chamber of Commerce
Mr. Harold Page	Consulting Engineers of Alberta

CONTACT PERSON	AFFILIATION
Dr. Brent Ritchie	International Business - U of C Tourism Industry Association of Alberta
Mr. Doug Rae	Calgary Chamber of Commerce (International Trade)
Mr. Bob Westbury	Edmonton Chamber of Commerce
Mr. Bob McCorquodale	Calgary Chamber of Commerce (Education)
Mr. Peter Mitchell	Calgary Chamber of Commerce (Free Trade Task Force)
Mr. B. Dever	Calgary Catholic School Board Calgary C of C (Education)
Mr. G. Seale	SAIT
Mr. Ed Grimes	Petroleum Services Association of Canada
Mr. Bill Lieshoff	Alberta Vocational Centre
Mr. Kent Slater	Alberta Vocational Centre Calgary C of C (Education)

CONTACT PERSON	AFFILIATION
Mr. Gary Leithead	Alberta Forest Products Association
Mr. Al Conway	U of C Calgary C of C
Mr. Jim Wong	Canadian Export Association

APPENDIX V
INTEREST GROUP DISCUSSION GUIDE

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

Discussion Guide

(1) Today Alberta Exports are as follows:

- U.S. (72%);
- Asia Pacific (16%);
- Latin America (3%);
- Africa (3%);
- Middle East (2%);
- Western Europe (2%); and
- Eastern Europe (2%)

Alberta's merchandise exports are approximately $12 billion with $6 billion in oil and gas and 6 billion in agricultural products, petro chemicals, sulphur, coal, forestry products and industrial machinery. Will the size and distribution of markets change in the future? How?

(2) What key factors are likely to impact Alberta's exporters over the next 5 - 10 years?

(3) What skills are required to conduct business internationally?

(4) What staff and management training methods might be best employed to develop international business skills?

(5) What are the international business education needs of Alberta's exporters?

(6) What important international business education needs are not being met by any educational institute?

(7) On the assumption that international business needs are not well understood, how should government and educators respond?

(8) What has been your experience with international business education progams?

(9) What developments are likely in international business education (e.g. any innovative programs)?

(10) What could an institution do to improve their programs in order to meet the needs of the private sector?

(11) What changes do you expect in international staff and management development in the future?

(12) What new executive and management development initiatives in international business would you like undertaken in the next 5 years?

(13) What are the key elements for success in international business?

APPENDIX VI

LIST OF BACKGROUND DOCUMENTS

BIBLIOGRAPHY

- Recommendations of the Alberta Chamber of Commerce from the 1988 Report to the Annual General Meeting.

- Submission prepared for the Calgary and Area Post Secondary and Secondary Educational Institutions Task Force: International Business Person of 21st Century.

- Abstract from "The Importance of Post-Secondary Education", The Canadian Manufacturer's Association.

- International Education: What Is It? - Submission from Mount Royal College.

- World Trade Centre Review "International Training Institute to be Formed".

- * "Make It Happen For Canada", Paper presented to the Society of Chemical Industry (Canadian Section), April 11, 1989.

- * The Importance of Post-Secondary Education, Canadian Manufacturer's Association, April, 1987.

- * Going Global, Meeting the Need for International Business Expertise in Canada, the Corporate Higher Education Form.

- Article from "Review", World Trade Centre, Edmonton, Volume 3, No. 6.

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* Available under separate cover

3.3 Continue to provide existing cooperative education programs with appropriate levels of government support and give consideration to creating new programs to help ensure that strong and effective links exist between educational institutions and both public and private sector employers, to facilitate and enhance student employment prospects.

3.4 Implement prerequisites to the establishment of co-ordinated cooperative education programming through a coordinated needs analysis, and a review of market and employment conditions.

Alberta International Business Education Centre

Alberta Advanced Education, in concert with the province's post-secondary educational institutions and the business community, has recently created a Task Force directed at establishing the focus, program offering and visible stature for an International Business Education Centre in Alberta. In the interest of expediting this action, this effort should be built upon existing strengths and avoid resources duplication.

THE ALBERTA CHAMBER OF COMMERCE RECOMMENDS THAT THE GOVERNMENT OF ALBERTA:

3.5 Ensure that the newly created Task Force continue the co-ordinated efforts by building upon existing strengths and resources from all decision-making centres of Alberta, in the formation of an All-Alberta International Business Education Centre, and that the Task Force specifically consider:

a) the need for applied programs of study;
b) promotion of foreign language competency;

c) promotion of social sciences and the humanities with due note to be taken to study foreign cultures and other non-business subjects that have direct implications for doing business in offshore markets;

d) promotion of entrepreneurship;

e) development of the international dimensions of the curriculum both vertically and horizontally to ensure adequate and sequential exposure as the student progresses through the system;

f) involvement of relevant community expertise, both business and non-business, in the development and implementation of international curriculum topics;

g) utilization of special incentives, such as prizes, to motivate more students to develop competitive international skills; and

h) the establishment of a liaison committee representing boards of education, other educational institutions, Chambers of Commerce and other relevant organizations to develop cooperative programs which emphasize the development of international business skills.

Alberta International Business Institute

The Government of Alberta, in its White Paper Proposals for an Industrial and Science Strategy for Albertans, 1985-1990, has discussed its commitments to Alberta's role as an exporter. Advanced Education, in response to a recommendation (1988) on this same subject, indicated that, in cooperation with several other government ministries, consideration was being given to determine how best to enhance Alberta's role in international business.

Alberta Consumer and Corporate Affairs commented, "The business world is undergoing rapid changes at the present time due to such factors as technological innovation, evolving views on optional organizational structure and increased commitment to the concept of ethics and it might be helpful to the Alberta business community to be on the leading edge of these and other trends through the establishment of a School of International Business."

THE ALBERTA CHAMBER OF COMMERCE RECOMMENDS THAT THE GOVERNMENT OF ALBERTA:

3.6 Take prompt action to establish an Alberta International Business Institute.

International Trade and Education

It is becoming increasingly important for all of Canada to understand the dynamics of international trade and education. The reality of the Free Trade Agreement with the United States will create the potential for diversification of export products and services. To the degree that international trade is a Canadian global objective, education must play its role in preparing Canadians for new business opportunities.

THE ALBERTA CHAMBER OF COMMERCE RECOMMENDS THAT THE GOVERNMENT OF ALBERTA:

3.7 That Alberta Education and Alberta Advanced Education, in concert with the educational institutions and the business community, develop a task force to review and foster a more adequate and balanced exposure of students to various dimensions of international trade and ensure that such review contemplated in this recommendation be specifically considered.

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SUBMISSION PREPARED FOR THE CALGARY AND
AREA POST SECONDARY AND SECONDARY
EDUCATIONAL INSTITUTIONS TASK FORCE

International Business Person of 21st Century

1. Understands and respects the cultural and philosophical backgrounds of the people with whom the business operates and intends to operate.

2. Has a functional knowledge of foreign language, most especially for language(s) that pertain(s) to the market in which the business operates and intends to operate.

3. Has a knowledge of other cultures and social systems including the sensitivity of political dynamics and economic disparities.

4. Is knowledgeable about Canadian history, and geography and is aware of their international political and economical role.

5. Able to manage the interplay between the business and its social, political and economic environments.

6. Aware of global environmental concerns and prepared to include environmental safeguards in business plans.

7. Displays critical thinking skills that enables the international business person to manipulate world knowledge sources.

8. Understands foreign competitors, their knowledge base and systems, when applied to international business dealings.

9. Knowledgeable about international communications, and trade relationships within a shrinking global context.
   eg: World geography

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THE BUSINESS PERSON 2001

In addition to technical competence, the international business person in the communications age must exemplify all those characteristics that the age demands to remain competitive. These characteristics must exceed the mere technology of communications at which Albertans and Canadians are world leaders.

If marketing begins with understanding the customer and his needs this becomes increasingly difficult when crossing political and cultural boundaries. The international business person must therefore be capable of functioning in foreign business and social environments by developing appropriate cross-cultural skills, attitudes and knowledge. Alberta Vocational Centre, Calgary can assist the international business person in these endeavors.

AVC, Calgary is a unique adult education institution whose mandate and expertise serves those adult learners with the most basic of education, employment and social needs. The two skill areas which will next be described can be delivered either on-shore prior to an international undertaking or off-shore as an enterprise becomes locally established.

English as a Second Language

The largest professional cadre of cross-cultural, communications and language training experts in Southern Alberta is employed at AVC, Calgary. Over 75 instructors serve over 6500 part-time and full-time non-English speakers every year. The learners come from all parts of the world, represent all religions and cultures and possess educational qualifications from illiterate to professional degrees. They learn English at AVC to settle in Canada or are instructed in their workplace to better function at their job or pass Alberta certification examinations.

Many of the instructors have lived abroad for extended periods of time in Asia, Africa, the Middle East and Europe. Their sensitivity to, and experience in foreign cultures; their facility with the world's languages and professional instruction skills make them one of the international business person's most valuable potential resources.

These language instruction specialists can provide cross-cultural communications skills for professionals, train the trainers, or instruct local employees in English.

Vocational and Commercial Programs

AVC, Calgary also trains adults for entry level position in offices, seismic crews, hotel hospitality, health care, etc. The adult education and training techniques employed in these programs are easily transferred to a non-English speaking audience. Many students in these programs do not have strong English skills, but successful team teaching projects have been operated where English as a Second Language and Technical instructors have worked together.

Off-shore, Alberta Vocational Centre, Calgary's professionals can provide English and skill training to local support and management employees. Locally they can prepare Albertans for the challenge of working with foreign nationals.

SOME LANGUAGES SPOKEN

Africaan
Arabic
Cantonese
Czech
Dutch
French
German
Greek
Hindi
Hungarian
Italian
Japanese
Lao
Mandarin
Norwegian
Punjabi
Rumanian
Russian
Spanish
Swahili
Thai
Twi

SOME FOREIGN EXPERIENCE

Chile
China
Egypt
Hungary
Indonesia
Italy
Japan
Nepal
Nigeria
Spain
Turkey
Uganda

ABSTRACT FROM "THE IMPORTANCE OF POST-SECONDARY EDUCATION", THE CANADIAN MANUFACTURERS' ASSOCIATION, APRIL, 1987

CONCLUSION: A CALL TO ACTION

No step is more critical in keeping Canada competitive than improving our post-secondary educational system. Canada will succeed in today's competitive world markets only if Canadians make full use of our most valuable natural resource: our people. Realizing our country's full potential demands that we strengthen our universities and community colleges.

Under three broad headings, this report has suggested a series of concrete, feasible steps to create the system of higher education that this country needs and deserves. These suggestions may be briefly summarized.

Part One urges that Canada establish a national strategy for post-secondary education. Much of this strategy will turn on the question of adequate funding. Provincial governments have been the real culprits in underfunding but the federal government now also appears to be weakening in its resolve to support higher education. The section sets forth five specific proposals.

- The federal government must develop a national strategy that emphasizes the importance of post-secondary institutions in the creation of a competitive national economy.
- Tuition and university programs must be deregulated, to encourage the emergence of excellence and flexibility and responsiveness to changing conditions.
- The federal government must reverse its present plans to curtail growth in spending on universities.
- Provincial governments must strengthen their weak financial support to universities and community colleges.
- Federal and provincial governments must employ deregulation to make universities more efficient and more accountable for excellence of performance and for their own destinies.

Part Two explores ways of strengthening relations between business and education, and offers CMA members five recommendations along with action plans:

- Corporate funding of universities should be increased.
- Businesses and post-secondary institutions should expand contract research and technology transfer arrangements.
- Cooperative work/study programs should be enlarged.
- Businesses and institutions of higher education should expand personnel exchanges.
- Post-secondary institutions and companies should work together on employee retraining and upgrading.

Part Three examines how universities and community colleges can be more effective in providing the graduates industry needs and presents six proposals along with action plans for CMA members:

- Universities should establish a better balance between skill requirements and broad education.
- The time needed to earn a Ph.D. or master's degree in the sciences and engineering should be shortened.
- Schools of applied science and engineering must expand their industrial engineering programs.
- Universities and community colleges should upgrade the quality of management training.
- Business schools must strengthen their international marketing programs.
- The involvement of female students in science, engineering, and business programs should be increased substantially.

The CMA offers this broad agenda not simply as a means of improving our post-secondary institutions, but more significantly as a Call to Action in revitalizing the domestic economy and keeping Canada competitive.

The new global environment requires a clear national commitment to economic growth and rising productivity. No means to this end is more important than strengthening our system of higher education as an engine of development and as a critical part of an economic breakout strategy aimed at competitive renewal.

All CMA members are urged to carefully consider the recommendations in this report, and to act on them on the grounds that self-help is the best way to get action.

Canada's window of opportunity is closing, and the need to adopt a bold, practical action plan for improving post-secondary education is imperative.

Nothing less than Canada's future prosperity and competitiveness depends on our actions.

International Education: What is it?

For post-secondary institutions in Alberta and Western Canada, "International Education" can be defined as a combination of some of the following types of activities:

1.) International Development Projects

Colleges provide the human resource training, or technical training for multi-faceted projects in developing countries.

Projects are funded primarily by CIDA (channelled through ACCC) and institutions must provide contribution-in-kind funding.

2.) International Business Education

Colleges provide seminars and information on conducting business overseas. They may also work with private sector companies doing business overseas to provide customized training packages for clients.

There is interest in establishing an international practicum (Co-op) experience for Alberta students along the lines of similar initiatives in B.C. and Ontario. (*Advanced Education has recently been charged with the responsibility of striking a Task Force to examine the feasibility of setting up a provincial or regional centre for International Business, which would customize programs at all post-secondary levels).

3.) International Students - Individuals or Groups

Individual international students are actively recruited. They often pay differential fees to the institution. Customized packages, (generally ESL/UT/academic upgrading), are offered to international students on a cost recovery basis.

4.) Internationalization of the Institution

Colleges encourage the fostering of an international perspective in curriculum development and general college activities. Opportunities are sought for faculty and student exchange to overseas institutions. Visiting scholars and research fellows are welcomed.

.../3

IV. Identification of Opportunities for MRC in International Education - '89

Based on information collected January - June 1988, opportunities for MRC appear to fall into 5 main categories. These five areas are consistent with the criteria identified in the General Operating Principles and Goals. They have not been priorized, except for the given that all MRC International Education activities are expected to recover costs and generate revenue where possible.

1. International Development Projects
    - a. Community & Health Studies
    - b. Environmental Management
    - c. Computer Training
2. English Language Training
    - a. Summer Student Study Tours
    - b. Leisure Market - custom seminars
    - c. Combination of ESL/Academic Upgrading/University Transfer - Custom Pakages
    - d. TOEFL package - software - marketing
3. International Business & Management
    - a. Custom Executive Management Training ... short courses
    - b. International Co-op placements
4. Student Exchange Programs (1990)
5. Internationalization of the Institution

INTERNATIONAL TRAINING INSTITUTE TO BE FORMED

A proposal was submitted by Mr. Gunter Rochow, Senior Industrial Consultant, Employment and Immigration Canada to the World Trade Centers across Canada for the creation of an International Training Institute.

This Institute will be formed under the direction of Employment and Immigration Canada with input from the World Trade Centers. Representatives from each center will sit on a committee to decide how the Institute will be formed and to determine the work assignments.

The objectives of this Institute are as follows:

1. to acknowledge the predominant importance of qualified human resources to Canada's international trade initiatives and the need for human resource planning;
2. to create an International Training Institute designed to advise its members how to obtain and develop human resources in international trade,
   - 2.1 by encouraging its members to use the network of Canada Employment Centers for their recruitment of qualified and available human resources,
   - 2.2 by developing and maintaining a complementary specialized, interactive computer database for the recruitment of human resources,
   - 2.3 by developing a computer-based interactive data system by country, concerning the general trading environment, requirements for particular forms of business organizations such as joint ventures and franchising, and by industry and product type,
   - 2.4 by linking the requirements in 2.3 to seminars and courses for those clients who may require more than basic information,
   - 2.5 with respect to seminars and courses about international trade, (a) develop and maintain a calendar of existing seminars and courses offered at Canadian educational institutions or through other appropriate sources, such as the World Trade Institute, New York, and (b) develop and offer needed seminars and courses at the International Training Institute for which Canadian educational institutions have not yet developed a capability, or for which they may not be able to ensure timely and effective delivery,
   - 2.6 when developing seminars and courses, as in 2.5, use, where possible and feasible, a competency-based modular structure;
3. in consultation with Canadian business, to set performance standards for seminars and courses;
4. to extend the reach of International Training Institutes in Canada beyond the cities where World Trade Centers will be located by developing readily accessible means of distance education;
5. when developing distance education programs, as in 4, to endeavour developing or modifying these so as to promote these as export products in their own right and in partial fulfillment of Canada's commitments in trade, development and foreign aid;
6. to develop a mechanism for the evaluation and, where appropriate, the recognition of foreign credentials;
7. to encourage industrial experience in international trade through domestic and foreign interchanges;
8. to encourage the identification, development and execution of other projects of an innovative nature that are deemed to be useful in the expansion of international trade.

Each World Trade Center's contribution will be in man hours spent in researching, organizing or by the donation of office and meeting space for committee meetings.

All research that is gathered by any one center will be circulated in report form to the other participating centers.

KNOW CHINA TOUR

William Nobleman & Associates Ltd. and Pan Pacific Travel Service have organized a trade mission and tour of Beijing to coincide with the World Trade Centers Association General Assembly.

Mr. Nobleman said "The most unique aspect of our trip will be the access participants will have to officials at all levels of the Chinese Government. Group members will be briefed on China's social and political issues, on international issues and on a wide range of economic and trade issues and opportunities."

The registration fee includes the fees for the General Assembly, Canadian Airlines Business Class, all accommodations; most meals and all travel and sightseeing arrangements in China.

The dates for the tour are September 3 - 18, 1989.

For further information contact Kent McMullin at 471-7283.

APPENDIX VII
INTERNATIONAL STARTER KIT

Introduction

The world *is* changing: innovative technology creating challenges and opportunities, fast and accessible travel, split-second communications, and spreading deregulation — all transcending old barriers and compressing time.

Competition is as likely to come from across the ocean as from across Main Street. Broad distances no longer dampen opportunities or stop people, products, information, and capital from going virtually anywhere, any time.

Increasingly, good business and world trade are synonymous. Many companies — particularly newer, growing companies — are discovering just how important international trade can be to their long-term goals. According to published statistics, the businesses most likely to be exporters today are smaller, more aggressive, faster growing.

U.S. exports are rising, spurred significantly by companies new to international trade but willing to take the plunge. Study after study indicates there's more opportunity for international trade than there are businesses taking advantage of overseas markets.

In the face of shifting markets, the business owner needs a truly worldwide outlook to maintain a keen competitive edge. No business manager can keep that edge without capable advisors who can help develop and put global strategies in place. Big business or small, service firm or manufacturer — you need a team of "internationalists" who have the vision and the acumen to help poise your business to take advantage of this worldwide marketplace. And you need to rely on people who have been there before and who know the ropes. Doing business in the Far East, in the Southern Hemisphere, or in Europe requires intimate knowledge of laws and regulations, trade channels, international finance, geopolitical economic forces, and cultural and social customs.

Coopers & Lybrand has that knowledge — with 550 offices in more than 100 nations worldwide, and over 41,000 people around the globe. We recognize that, with the revolution in international markets, it's no longer business as usual. A dynamic global environment means that you need to think fast, think smart, and think right.

Our goal is to help you get results. Whether you need general guidance on international planning or specific help on issues such as export sales, purchasing, distribution, investment, currency management, or tax, Coopers & Lybrand can help. We work with you to tailor an approach that will be appropriate for your company, products, and market niche.

This *International Starter Kit* will help you begin the process of going international. The first thing you need to do is to measure your company's IQ — that is, its international quotient. Then read the *Workbook* on planning, options, and operations. Together, they will help you gauge whether your business is working toward achieving its full international potential.

If you want more information, contact Coopers & Lybrand's International Business Development Services group at 202/822-5645.

Before Taking the Plunge ...
Measure Your Company's IQ*

Take this quick three-part test to assess your international potential. Answer the following questions about your company's need to go international, its readiness to go international, and its present international knowledge.

The IQ test is an important opportunity for you to discern whether your company needs and is ready to go international, as well as to determine what you may already know about international business. In addition, it gives you an indication of the type of information contained in the *International Starter Kit*. Thus, the IQ test is both a diagnostic tool, as well as an introduction to the *Workbook* that follows.

Total your points at the end of each part; then sum these up at the end to obtain a grand total. Although there are a possible 200 points, you don't need a perfect score to consider going international.

Rate your company on a scale of 0 to 5 for each question. A score of 0 for a question means an absolute no or a don't know as an answer; a score of 3 means a tentative yes; a score of 5 means that you can answer the question with a confident yes. You can use the numbers in between as gradations between these points.

*** International Quotient**

Part A: *Do You Need To Go International?*

An increasing number of American companies are finding that they need to go international just to survive, let alone grow. Answer the questions below to determine whether you have international opportunities or whether you need to go international.

Put your score from 0 to 5 in the box next to each question.

Are products or services such as yours sold in foreign markets?

Have you already sold internationally?

Are your U.S. competitors selling overseas?

Are your major customers selling into foreign markets?

Are your present markets reaching maturity?

Does foreign competition threaten your future sales growth at home or abroad?

Do your foreign competitors offer goods or services of equivalent or higher value at lower costs?

Do your U.S. or foreign competitors gain a cost advantage by procuring labor, parts and components, or finished products from overseas?

Are your foreign competitors catching up to you or leading you in terms of technology?

Are your product life cycles decreasing?

Total for Part A

If you scored at least 10 points, you should seriously consider going international or expanding your international operations. If you scored 25 or more points, you should do so as soon as possible.

Go on to Part B to see how ready you are to go international.

Part B: *Are You Ready To Go International?*

Going international will present your company with new opportunities and challenges. Complete this part of the test to see how ready you are to meet the challenges that lie between you and the realization of your opportunities.

Put your score from 0 to 5 in the box next to each question.

Does your company already have a strong management team in place?

Do you have a well-conceived business strategy, ideally one that is written and that has already met the market test?

Is your quality consistent and competitive?

Are you comfortable taking new risks to grow your business?

Do you have adequate cash flow for current domestic needs?

Does your business's profitability compare favorably with others in your industry?

Is your domestic business base firmly established?

Are your revenues growing at a solid rate?

Are you willing to accept lower profit margins, at least initially, to establish a market presence?

Are you prepared to compete with foreign products in terms of quality?

Are you prepared to compete with foreign products in terms of cost?

Do you have sufficient capacity to meet increased demand?

Is the ratio of transportation cost to final sales price low for your product or service?

Are you spending adequately on R&D to ensure that your product or service will remain competitive in the dynamic international environment?

Is your product or service designed flexibly to incorporate modifications that may be necessary for overseas markets?

Total for Part B

If you scored at least 50 points on this part, you should be ready to tackle the challenges of going international.

Go on to Part C to check your current knowledge about international trade.

Part C: *Do You Know What Is Involved in Going International?*

Now that you know whether you need to go international and whether you are ready to tackle the challenges that lie ahead, complete this final part of the test to make a preliminary assessment of your present international knowledge and capabilities. Don't be discouraged if your score is low, since these are things you can learn.

Put your score from 0 to 5 in the box next to each question.

Do you know which of your products or services has international potential?

Do you know which international markets hold the most promise for you?

Do you know what it takes to succeed in these markets; for example, pricing, quality, and distribution channels?

If you plan to sell abroad, do you know whether it would be best to sell with your own sales force or through an agent, a distributor, or some other intermediary?

If you plan to produce abroad, do you know whether it would be best to license someone else to produce your product, use a contract manufacturing arrangement, set up your own wholly owned facility, or join with a partner to form a joint venture?

If you have proprietary technology or know-how, do you know how you will protect it in foreign markets?

Do you know your foreign competitors?

Do you know what organizational structure and human resources will be necessary for you to succeed internationally?

Have you budgeted properly for your international activities?

Do you know the best way to handle the logistics of getting your product or service from your plant into the hands of your foreign buyer?

Do you have well-established and sound banking relationships?

Do you know how you will get paid, how you will manage payment in foreign currencies, and how your international sales will be financed?

Do you know how you will comply with U.S. laws and regulations, such as export licensing requirements, the Foreign Corrupt Practices Act, and antiboycott laws?

Do you know how you will deal with foreign laws, regulations, and practices, such as customs and various nontariff barriers?

Have you developed a plan for minimizing your international tax burden?

Total for Part C

If you scored at least 15 points, you have a beginning base of knowledge for going international. To be successful in international markets, you will need to raise your score to 60 or so, but that is what the planning process is all about.

Grand Total

Part A		**Part B**		**Part C**		
	+		+		=	**This is your IQ - your International Quotient**

If your IQ is 75 or more, you are in a good position to take advantage of international opportunities to grow your business.

If you want to learn more, read on. If you have some questions, don't hesitate to call our International Business Development Services group at 202/822-5645.

3. INTERVIEWS OF GOVERNMENT OFFICERS

SUMMARY OF FINDINGS

Interviews of Government Officers

1. Need for IBE:

- companies lack understanding of cultural differences of other countries.
- companies lack understanding of business differences of other countries.
- need for industry-specific programs (forestry tourism, agriculture, etc.).
- companies have limited knowledge and understanding of the demands of international markets.

2. Status of IBE Programs:

- not identified.

3. Nature of programs required:

- IBE as an add-on to good business knowledge and marketing skills.
- workshops, seminars, trade fairs and missions would address immediate needs of companies.
- short management and executive development courses (up to six weeks) and executive exchange programs.
- education about different cultures and language training to start in schools and continue through college and university.
- student exchange programs and summer job programs abroad for students were highly recommended. Work experience in another country is beneficial.
- complete agreement that a full curriculum in international business education is required but a split reaction to MBA in international business. Half saw need, half sceptical about the demand for and employability of such specialists.
- long-term educational and management development to be obtained prior to employment or after hours (night courses, correspondence).
- centre for international business studies required.
- use of local ethnic community to assist exporters with cultural understanding and to advise on product identification.

Summary of Interviews
with Government Foreign Officers
on International Business Education

Report to the Task Force on International Business Education

Research and Analysis Services
Small Business and Industry Division
Economic Development and Trade

March 31, 1989

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Executive Summary and Recommendations

- It must be noted that the outcome of this survey represents personal opinions of selected foreign officers on a specific sector, based on the type of companies that they are involved with and often on a specific geographical market.

- Majority of the companies with which the foreign officers are familiar, are small manufacturing companies (under 100 employees) with very limited or no previous international business experience.

- Usually the larger the company, the more international business experience it has, specifically in the oil and gas industry.

- Some industries, like agriculture and forestry have extensive international business experience in the U.S. market, but their overseas international business experience is limited.

- It is interesting to note that companies that are interested in trading in China and Eastern Europe usually have some international business experience and in some cases this experience is extensive.

- The most often stated factors for successful international business were international market research and international marketing, followed by the knowledge of business practice differences.

- Most of the respondents felt that the level of efficiency of a company's performance on international markets should be significantly improved.

- Workshops, seminars, trade fairs and missions were viewed by many as an effective measurement to address immediate needs of the companies in international business.

- Other suggestions included short management development courses and executive exchange programs.

- Education about different cultures and languages should start at the school level and continue through the college and university programs.

- Most felt that it is very important to obtain a good business knowledge and solid marketing skills first, with the add on of international business.

- Student exchange programs and summer job programs in foreign countries for the students were highly recommended.

- The opinions on an MBA in international business were split. While half of the respondents felt that there is a need for a MBA in international business, the other half was sceptical about the demand and employability of such specialists.

- Utilization of barter/counter-trade in Eastern Europe, Africa, South America and Asia were viewed as an important factor in international trading.

- Extended use of the local ethnic community was recommended as beneficial for a number of reasons.

- The need for trading houses in Alberta was indicated by many respondents.

INTRODUCTION

As a part of the information gathering project related to international business education, Economic Development and Trade was asked to interview a number of government officials who provide assistance to Alberta companies involved in international business. Specifically, opinions on the capabilities and/or deficiencies that Alberta companies are experiencing in their international business activities and how these issues could be addressed through the educational process were required.

In total, 21 officers from provincial organizations including the Departments of Economic Development and Trade, Agriculture, F.I.G.A., and Tourism, the Alberta Petroleum Marketing Commission and three federal government officers from External Affairs were interviewed (see Appendix I).

Personal interviews were conducted with the local officers of Economic Development and Trade, while all the other interviews were conducted over the phone. The enclosed questionnaire was used as a guideline for the interview, though often it turned into a more informal discussion (Appendix II).

I would like to express my gratitude to all the officers for their valuable contribution to this report.

However, it must be noted, that each officer expressed his own opinion on a specific sector based on the type of companies with which they are involved and often on a specific geographical market. Therefore, while they share a number of common opinions, there are some different concerns, specific to their field.

COMPANIES PROFILE

Size

- With the exception of the oil and gas industry, the participants indicated that over 80% of the companies that require their assistance are small companies (under 100 employees).

Type

- About 80% of the companies are "manufacturing", the other 20% is split between "service" and "distributors". In agriculture, the majority of the companies are "commodities" and "processors". In tourism, the companies are split between "service" (hotel, car rental, etc.), and "marketing" (tour operators).

International Business Experience

The question about the extent of companies' international business experiences received a mixed reply.

While the majority of the companies that require government assistance have very little or no international business experience, it changes slightly with the geographical markets and the size of the companies. Larger companies in oil and gas and the agricultural industries have more experience in international business. In forestry, most companies have extensive international business experience in the U.S. market, but very limited international business experience in the overseas markets. It is interesting to note that companies that are interested to trade in China and Eastern Europe usually have some international business experience and in some cases this experience is extensive.

Factors for Successful International Business

In the interview, the officers were asked to indicate the factors that affect the success of Alberta firms trading internationally. There are ten most often suggested factors in order of priority.

1. International Market Research (knowing clients needs, comparing prices)

2. International Marketing

3. Business Practice Differences

4. Negotiating and Bargaining Skills
5. Business Knowledge
6. Finance and Capital Market
7. Long Term Commitment
8. Supply and Quality of a Product
9. International Management
10. Transportation Knowledge

Other factors were history of a country, awareness of a country's economical and political situation and foreign languages.

Some of the factors were specific to the sector, e.g.:

- Tourism - propensity of the market to travel, accessibility of the market (non-stop flights, air-seat capacity).
- Agriculture - agronomic conditions, classifications of animals, direction of agricultural policy.

Many stated, that personality of the company's representative in another country and his/her ability to get along with people is also important.

Level of Efficiency

When asked to indicate the level of efficiency of Alberta companies in international business, most respondents felt that with the exception of business knowledge, all other areas could be significantly improved.

Most companies that are involved in international business are experienced in their field, but have limited knowledge and understanding of demands of the international markets.

Many officers indicated that companies neglect to do market research to determine if there is a potential for their product or to determine whether product modifications are required to enter a particular market.

Many companies don't understand the cultural and business differences of other countries and therefore, are having problems promoting and marketing their products. Many countries require a long-term commitment from a company. On the other hand, some respondents felt that good quality product, comparable pricing and regular supply would help to illiminate some of these problems.

Proposed Educational Methods

The response of how the international business effectiveness could be improved through the educational and management development methods may be separated into two categories.

1. Measurements to address the current need of the managers for international business education.

2. Extended educational process to prepare today's students for the future in international business.

Most of the respondents felt that on the basis that 75% of Alberta companies are small and do not have an international marketing division per se, workshops and seminars of short durations related to specific countries of interest are probably the most appropriate methods.

There are presently a number of seminars and workshops providing information on a specific country or product or general trade information organized by External Affairs, provincial government departments, Chambers of Commerce and private organizations, but there is obviously a need for more, may be with more specific topics. It was recommended that businesses that have success in international business could share their experiences. Another example of the actions taken in this direction is an annual AltaTrade Conference. A major benefit of the conference is the extensive networking that occurred between delegates and between the delegates and the provincial representatives.

Also effective are trade mission trips to the foreign countries and participation of Alberta businesses in the international trade fairs abroad. The incoming visits that allow the companies to introduce themselves and their products to the potential buyers could be very productive. Executive exchange programs were recommended by a few respondents as useful for larger companies. Executive development courses of up to 6 weeks would be of interest in some of the larger corporations.

On the question about educational programs that would prepare better educated managers for international business, the respondents showed some differences in their opinions. While all respondents felt that full curriculum in international business education is needed, only about half of them felt that a MBA in international business would be beneficial for the future of Alberta's success in the international trade. The other half felt that somebody with a MBA in international business would have limited employment opportunity in Alberta, except for self-employment. Most of the officers felt that education about different cultures and languages should start at the school level and to continue through the college and university programs.

Respondents felt that it is very important to obtain a good business knowledge and solid marketing skills supplemented by additional international business training. They felt that the first hand experience of working in another country is very beneficial and in this regard the student exchange programs and arranging the summer job programs in foreign countries for students were highly recommended by many.

There were also indications of the need for industry-specific programs - management and marketing programs - for the forestry, tourism, agriculture and others. All longer term educational and management development would be obtained either prior to employment or via after business hours training courses, i.e., night courses or correspondence.

Additional Recommendations

Some additional ideas and suggestions to strengthen and improve Alberta exports were recommended:

- Strengthen and expand foreign office network. Establish additional foreign offices in Europe, Australia, Hong Kong. Also to have a mix of nationalities in the foreign offices.

- Fulfillment of commitments - follow-up service and product reliability are very important.

- Utilization of barter/counter-trade in Eastern Europe, Africa, South America and Asia.

- Extended use of the local ethnic community to assist Alberta exporters to acquire greater understanding of different cultures, to advise on Alberta adaptations for product, the international marketplace to disseminate trade information and make greater use of family networks, and to be involved with incoming missions.

The need for trading houses was also indicated. Some offices saw them as highly specialized trading houses that would provide expertise for a specific industry and serve as representatives for the smaller companies in the international market, while others felt the significance of big trading houses with affiliations in many countries would be capable of barter and counter-trade. The problem is of how to attract those trading houses to Alberta. The Forestry department felt that a consortium approach to the market, through the one central point such as an association would be appropriate for their industry.

External Affairs

It was difficult to find the people in External Affairs who were interested in this survey. From the few that we were able to contact, some felt that this was a repeated effort after the "Going Global" report. The ones who agreed to have an interview, could say nothing specific about Alberta companies and due to the wide range of their activities could not provide a companies profile. However, their opinions on factors for successful international business and the level of efficiencies of the companies were in line with the provincial point of view. Special attention may be given to the interview with Mr. David Knowles, Director of Centres for International Business Studies Program (CIBS). In his opinion, there is an urgent need for such a centre in Alberta. He is aware of the competitiveness between the University of Calgary and the University of Alberta and thinks that there is room for two centres in Alberta, one in Calgary and one in Edmonton. The funding for these centres is available. The program has been expanded with additional funding available for three more centres, up to $100,000/year for 5 years. However, it is considered a seed funding program. For every dollar contributed by External Affairs, it is estimated that the institutions put-up four to six dollars, with additional contributions by the province. Private sector contributions may also be involved in the operations of each centre.

Determining factors in the overall success of these types of centres are:

1. The number of exporters in the immediate area of at least 500.

2. A threshold population of the university of 10,000 students.

3. A metropolitan area of at least 100,000 people.

Conclusions

International business development is primarily achieved by having the opportunity to experience "on the job" situations relative to international markets/marketing.

The basic business marketing training be it through a Bachelor or Masters level is essential, however, there is no shortcut to training knowledge as the actual work experience. At the present, for international positions, companies are usually choosing people, who have extensive practical experience, who can be trusted, who can get along well with other people, then they add-on the information and training for a specific country. For somebody who has education in a specific geographical area, the choices could be limited. However, if we look into the future, with the emerging world economic environment, technological innovations, demographic and social changes, we will need better educated specialists, able to compete in the complex international markets.

APPENDIX I

List of the Trade Officers from Various Departments

Interviewed for the Survey on International Business Education

External Affairs

Mr. David Knowles
Director - International Business Centre
Ottawa, Ontario
(613) 996-7104

Mr. D. Cadieux
Executive Director
Middle East
Ottawa, Ontario
(613) 993-6847

Mr. Jack Kepper
Director
International Trade Centre
Edmonton, Alberta
495-2944

Alberta Petroleum Marketing Commission

Mr. Gordon Scott
Member of Commission
Crude Oil
Calgary, Alberta
297-5440

Tourism - Travel Alberta Marketing

15th Floor, 10025 - Jasper Avenue, Edmonton, Alberta

Mr. Orest Warchola
Manager
Western U.S.A.
427-4323

Mr. Barry Salter
Director
Strategic Planning (Japan)
427-4327

Forestry

Mr. Tom Daniels
Forestry Industry Research Assistant
Edmonton, Alberta
422-7011

Mr. Rod Simpson
Industry and Financial Analyst
422-7011

Agriculture

Mr. David Wong
Trade Director, China
Edmonton, Alberta
427-4241

Mr. Doug Hill
International Trade Director
Middle East
Edmonton, Alberta
427-4241

Economic Development and Trade

Edmonton, Alberta
427-4809

Mr. Bob Hunter
Trade Director
Chicago & Midwest U.S.A.

Mr. Simon Wan
Trade Director
China

Mr. Abbas Al-Saigh
Trade Director
Middle East

Mr. Larry Lang
Trade Director
Korea/South Pacific

Mr. Hans Bergman
Trade Director
Eastern Europe

Mr. Erv Lack
Managing Director
International Trade Branch

Mr. Ed Ilnicki
Trade Director
Korea

Mr. Neil Simpson
Trade Director
Korea Office
011-81-3-475-1171

Mr. Ron Liepert
Trade Director
Los Angeles Office
(213) 625-1256

Mr. Bryce Nimmo
Director
South Western U.S. Operations
(713) 871-1604

F.I.G.A.

Mr. Morris Maduro
Director
Asia-Pacific

Mr. James J. Seymour
Agent General
U.S.A.

Mr. Paul W. King
Director
European Operations
London, England

Mr. Henry Armstrong
Director
Hong Kong

Mr. Hans Bergman
Trade Director
Eastern Europe

Mr. Erv Lack
Managing Director
International Trade Branch

Mr. Ed Ilnicki
Trade Director
Korea

Mr. Neil Simpson
Trade Director
Korea Office
011-81-3-475-1171

Mr. Ron Liepert
Trade Director
Los Angeles Office
(213) 625-1256

Mr. Bryce Nimmo
Director
South Western U.S. Operations
Houston Office
(713) 871-1604

APPENDIX II

QUESTIONNAIRE ON INTERNATIONAL BUSINESS EDUCATION

General Information

Department:

Contact Person's Name:

Position: Telephone:

Geographical Area of Your Responsibilities:

For the purpose of this survey, the International Business (IB) will be defined as the movement of goods, services and intellectual property across international boundaries. It is any business activity - be it exporting, importing, finance, investment, licencing, transfer of technology, marketing, and so forth - that transcends national boundaries.

Companies' Profile

1. What kind of Alberta companies, involved in the international business are you dealing with mostly? Please indicate approximate percentage distribution of the following categories.

			%
1.1	Size:	Small (under 100 employees)	______
		Medium (100-250 employees)	______
		Large (over 250 employees)	______
1.2	Type:	Service	______
		Manufacturing	______
		Distributors	______
		Marketing	______
		Research	______
		Other (Please specify)	______
			______
			______
			______
			______

1.4 What is the level of international business experience?

	%
Companies with extensive IB experience	______
Companies with some IB experience	______
Companies with their first IB experience	______

2. Please rate the importance of the following factors that affect the success of Alberta firms trading internationally and indicate the level of efficiency of the majority of Alberta companies with which you have assisted.

Rating of Importance (1-5)	Level of Efficiency (1-5)
1. Not Applicable	1. Not Applicable
2. Not Important	2. Unsatisfactory
3. Slightly Important	3. Poor
4. Moderately Important	4. Satisfactory
5. Very Important	5. Completely Satisfactory

	(1 - 5) Rating of Importance	(1 - 5) Level of Efficiency
History of a Country	____	____
Cultural Differences	____	____
Business Practice Differences	____	____
Negotiating & Bargaining Skills	____	____
Awareness of a Country's Economical & Political Situation	____	____
Finance & Capital Market	____	____
Foreign Languages	____	____
Transportation Knowledge	____	____
International Market Research	____	____
International Marketing	____	____
International Management	____	____
Environmental Adaptability (eg. weather, living conditions)	____	____
Business Knowledge	____	____
Others (Please specify)	____	____
	____	____
	____	____
	____	____

3. What educational and management development methods would improve Alberta companies' current and future IB effectiveness? (For example: Workshops and Seminars, Consultants, Executive Development Courses, Executive Exchange, MBA in IB, Involvement of the Local Ethnic Communities, any others).

4. Please provide us with any additional information/opinion/suggestion related to this subject.

4. QUESTIONNAIRE TO 400 ALBERTA BUSINESSES

On the basis of Coopers and Lybrand's initial survey and the review of literature, Task Force staff developed the following questionnaire. It was sent to 400 Alberta exporting businesses and 127 questionnaire replies were received. Frequency and percentage of response are reported herein.

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

QUESTIONNAIRE ON INTERNATIONAL BUSINESS EDUCATION

Alberta Advanced Education, in consultation with Alberta Economic Development and Trade, has established a Task Force on International Business Education to determine the needs of Alberta business and industry for international business education and the ways by which these needs can be met.

To this end, the following questionnaire has been developed to learn of your company's needs and your opinion of various methods that could be effective in meeting those needs.

Please be assured that the information you provide will be confidential and will remain anonymous.

The Task Force wants to be sure to include your views and opinions in its advice to government. It is important that we receive a completed survey from you in the self-addressed stamped envelope by **May 26, 1989**. Thank you for taking the time to complete and return this questionnaire.

Any inquiries may be directed to Greg Banfield, Executive Secretary to the Task Force, at 427-0313 (FAX 428-9406).

Alberta
ADVANCED EDUCATION
Special Programs Branch

BACKGROUND OF YOUR COMPANY

The following section is intended to provide the Task Force with a profile of your company. Please place a check mark in the space which best describes your company and identify the specific products of your operation.

A. Sector of operation:

________	Manufacturing	Specific Products	____________________________
________	Construction		____________________________
________	Services		____________________________
________	Resource Industries		____________________________
			____________________________

B. Total annual company sales ($000):

less than 500	________	5,001 - 10,000	________
500 - 1,000	________	10,001 - 25,000	________
1,001 - 2,000	________	25,001 - 50,000	________
2,001 - 5,000	________	over 50,000	________

C. Total annual export sales ($000):

less than 500	________	5,001 - 10,000	________
500 - 1,000	________	10,001 - 25,000	________
1,001 - 2,000	________	25,001 - 50,000	________
2,001 - 5,000	________	over 50,000	________

D. Primary Export Markets:

US ________
Europe ________
Pacific Rim ________
Middle East ________
Latin America ________
Other (specify) ________

E. Percentage of exports to:

US ________
Overseas ________

F. Number of years exporting:

None	________	6 - 8	________
1 - 2	________	9 - 10	________
3 - 5	________	over 10	________

G. Total number of staff:

under 20	________	100 - 250	________
20 - 49	________	over 250	________
50 - 99	________		

H. Number of staff involved in international business activities:

None	________	6 - 8	________
1 - 2	________	9 - 10	________
3 - 5	________	over 10	________

I. Annual budgetary allocation to international business education staff development:

none	________	1,001 - 2,000	________
under $500	________	2,001 - 3,000	________
500 - 1,000	________	over 3,000	________

J. Please provide information on your company's organizational structure as it relates to responsibility for international business by completing the following:

1. Final decisions on international business ventures are made by:

(a) CEO in Alberta Yes ________ No ________

(b) CEO elsewhere Yes ________ No ________

Please identify location ____________________

(c) Other than CEO Yes ________ No ________

Please identify whom ____________________

2. Implementation of international business ventures is carried out by:

(a) CEO in Alberta Yes ________ No ________

(b) CEO elsewhere Yes ________ No ________

Please identify location ____________________

(c) International marketing staff:

In-house in Alberta Yes ________ No ________

In-house elsewhere Yes ________ No ________

If elsewhere, please identify location ____________________

(d) Broker Yes ________ No ________

(e) Agent abroad Yes ________ No ________

(f) Agent in Canada Yes ________ No ________

(g) Trading House Yes ________ No ________

(h) Other Yes ________ No ________

Please identify whom ____________________

K. Please indicate your level of agreement with the following statements as they relate to your company's international business practice by circling the appropriate code:

1. Do not agree
2. Agree
3. Strongly agree
NP. No opinion

1. International business is important to the diversification of the Alberta economy. 1 2 3 NP

2. International business is important to the profitability of your company. 1 2 3 NP

3. International business education and training is important to the success of your company in its international business ventures. 1 2 3 NP

4. Cultural awareness and foreign language skills are important to the success of your company's international business ventures. 1 2 3 NP

5. Your company has a well organized and developed strategy for success in its international business ventures. 1 2 3 NP

6. Your company is aware of current global trends and developments in international trade. 1 2 3 NP

7. Your company would make use of market research done by post-secondary institutions. 1 2 3 NP

INTERNATIONAL BUSINESS SKILLS AND ABILITIES

1. The following skills and abilities are generally accepted as contributors to success in international business. Using the rating scale below, indicate your opinion as to their importance to your company in the area of international business.

1. Not important
2. Important
3. Very important
NP. No opinion

A. Personal Characteristics

Adaptability	1	2	3	NP
Patience	1	2	3	NP
Persistence	1	2	3	NP
Leadership	1	2	3	NP
Interpersonal communications	1	2	3	NP
Tolerance	1	2	3	NP
Determination	1	2	3	NP
Self-reliance	1	2	3	NP

B. Professional Experience

International marketing skills	1	2	3	NP
Negotiating and bargaining skills	1	2	3	NP
Hands-on host country experience	1	2	3	NP
First-hand foreign business practice experience	1	2	3	NP
First-hand experience in a foreign culture	1	2	3	NP

C. Specialized Knowledge

History of country	1	2	3	NP
Cultural awareness of country	1	2	3	NP
Current economic and political conditions of country	1	2	3	NP
Transportation knowledge	1	2	3	NP
Foreign language	1	2	3	NP
International finance and capital markets	1	2	3	NP
International trade/export market (tariffs, duties)	1	2	3	NP
Government regulations regarding technical standards for products	1	2	3	NP
Product knowledge	1	2	3	NP
International market research skills	1	2	3	NP
Knowledge of international legal contracts	1	2	3	NP

2. Of the three areas of skills and abilities, please place a check mark in the area you feel is most important to your company for success in international business:

_______ Personal Characteristics
_______ Professional Experience
_______ Specialized Knowledge

3. With regard to your international business activities, to what extent do the Professional Experience and Specialized Knowledge skills need to be developed in your company?

1. Not at all
2. Low need
3. High need
NA. Not applicable

A. Professional Experience

International marketing skills	1	2	3	NA
Negotiating and bargaining skills	1	2	3	NA
Hands-on host country experience	1	2	3	NA
First-hand foreign business practice experience	1	2	3	NA
First-hand experience in a foreign culture	1	2	3	NA

B. Specialized Knowledge

History of country	1	2	3	NA
Cultural awareness of country	1	2	3	NA
Current economic and political conditions of country	1	2	3	NA
Transportation knowledge	1	2	3	NA
Foreign language	1	2	3	NA
International finance and capital markets	1	2	3	NA
International trade/export market (tariffs, duties)	1	2	3	NA
Government regulations regarding technical standards for products	1	2	3	NA
Product knowledge	1	2	3	NA
International market research skills	1	2	3	NA
Knowledge of international legal contracts	1	2	3	NA

MEETING YOUR NEEDS FOR INTERNATIONAL BUSINESS EDUCATION

1. There are several different ways for providing international business education. These are listed below. The Task Force would like to determine whether your company is aware of, has participated in or would participate in these education and training experiences. Finally, the Task Force would like to know how effective these various methods are in meeting your current and future corporate needs:

Degree of Effectiveness

1. Not effective
2. Somewhat effective
3. Moderately effective
4. Very effective

Learning Experiences	Aware		Have Participated		Would Participate		Degree of Effectiveness
	Yes	No	Yes	No	Yes	No	
In-house courses, workshops, etc.							1 2 3 4
On-the-job training							1 2 3 4
Exchange with government/ private sector							1 2 3 4
Executive exchange (with overseas organizations)							1 2 3 4
Academic private sector consultant							1 2 3 4
Industry-sponsored seminars							1 2 3 4
Government-sponsored seminars							1 2 3 4
Formal post-secondary education in Canada							1 2 3 4
Formal post-secondary education abroad							1 2 3 4

2. A variety of ways exist for providing post-secondary education and training. These are listed below. Please indicate your awareness of these learning experiences, whether you have participated or would participate in them and your opinion of their effectiveness:

Degree of Effectiveness

1. Not effective
2. Somewhat effective
3. Moderately effective
4. Very effective

Learning Experiences	Aware		Have Participated		Would Participate		Degree of Effectiveness
	Yes	No	Yes	No	Yes	No	
Graduate							1 2 3 4
Undergraduate							1 2 3 4
2 year diploma							1 2 3 4
1 year certificate							1 2 3 4
Advanced management program (4-8 weeks full-time)							1 2 3 4
Executive development courses(1-4 weeks full-time)							1 2 3 4
International business courses (8-12 weeks part-time)							1 2 3 4
Workshops and seminars (1-5 days)							1 2 3 4

SUPPORT FOR INTERNATIONAL BUSINESS EDUCATION

Please respond to the following questions relating to your present or future support of international business education:

1. Yes
2. Would consider
3. No

1. Your company would be willing to serve on a program advisory committee for international business education.

   1 2 3

2. Your company would provide opportunities for on-the-job experience to students of international business education.

   1 2 3

3. Your company would contribute financially to programs in international business education.

   1 2 3

4. You would sponsor your employees to attend an international business education program.

   1 2 3

5. Your company would make staff available for part-time teaching in an international business education program.

   1 2 3

6. Your company would participate in a cooperative venture with industry and government to provide resources for the operation of an international business education program.

   1 2 3

CONCLUSION

Please use this space for any additional comments, information or thoughts you may have concerning your company's requirements for international business education.

We would very much like you to identify yourself. This will facilitate tracking responses. Please be assured that no one but the Task Force project team will have access to the contents of this questionnaire.

Your name: ____________________________
Title: ____________________________
Company: ____________________________
Address: ____________________________
____
Telephone No. ____________________________

MANY THANKS FOR YOUR PARTICIPATION. WE LOOK FORWARD TO RECEIVING YOUR COMPLETED QUESTIONNAIRE IN THE ENCLOSED SELF-ADDRESSED ENVELOPE.

ALBERTA BUSINESS SURVEY
(Analysis of Responses to Questionnaire)

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION-ALBERTA BUSINESS QUESTIONNAIRE

BACKGROUND CHARACTERISTICS OF COMPANIES RESPONDING

Sector of Operation								
Manufacturing	Construction	Services	Resource Industries		Total			
94	4	33	18		149			
63.09%	2.68%	22.15%	12.08%		100.00%			
Total Annual Company Sales ($000)								
0-499	500-1,000	1,001-2,000	2,001-5,000	5,001-10,000	10,001-25,000	25,001-50,000	50,000+	Total
7	15	12	21	12	18	8	31	124
5.65%	12.10%	9.68%	16.94%	9.68%	14.52%	6.45%	25.00%	100.00%
Total Annual Export Sales ($000)								
0-499	500-1,000	1,001-2,000	2,001-5,000	5,001-10,000	10,001-25,000	25,001-50,000	50,000+	Total
48	16	11	10	12	9	5	11	122
39.34%	13.11%	9.02%	8.20%	9.84%	7.38%	4.10%	9.02%	100.00%
Primary Export Markets								
U.S.A	Europe	Pacific Rim	Middle East	Lat. Amer.	Other	Total		
85	42	53	11	17	15	223		
38.12%	18.83%	23.77%	4.93%	7.62%	6.73%	100.00%		
Percentage of Exports to:								
	less than 50 %	50-50	plus 50%	Total				
U.S.A.	35	10	43	88				
Overseas	34	6	32	72				
Number of Years Exporting								
None	1-2 years	3-5 years	6-8 years	9-10 years	over 10	Total		
7	16	29	20	5	44	121		
5.79%	13.22%	23.97%	16.53%	4.13%	36.36%	100.00%		
Total Number of Staff								
less than 20	20-49	50-99	100-250	over 250	Total			
43	28	19	16	19	125			
34.40%	22.40%	15.20%	12.80%	15.20%	100.00%			

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

Number of Staff Involved in International Business Activities

None	1-2	3-5	6-8	9-10	over 10	Total
12	41	47	9	1	14	124
9.68%	33.06%	37.90%	7.26%	0.81%	11.29%	100.00%

Annual Budgetary Allocation to International Business Education Staff Development

None	under $500	500-1,000	1,001-2,000	2,001-3,000	over 3,000	Total
69	20	7	3	4	17	120
57.50%	16.67%	5.83%	2.50%	3.33%	14.17%	100.00%

Organizational Structure

Final Decisions on International Business Ventures are made by:

	Yes	No	Total
CEO in Alberta	97	13	110
	88.18%	11.82%	100.00%
CEO elsewhere	18	28	46
	39.13%	60.87%	100.00%
Other than CEO	38	23	61
	62.30%	37.70%	100.00%

Implementation of International Business Ventures is carried out by:

	Yes	No	Total
CEO in Alberta	91	9	100
	91.00%	9.00%	100.00%
CEO elsewhere	17	22	39
	43.59%	56.41%	100.00%

International Marketing Staff:

	Yes	No	Total
In-house Alta	90	9	99
	90.91%	9.09%	100.00%
In-house Else.	31	15	46
	67.39%	32.61%	100.00%

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

	Yes	No	Total
Broker	26	20	46
	56.52%	43.48%	100.00%
Agent Abroad	60	11	71
	84.51%	15.49%	100.00%
Agent in Canada	11	28	39
	28.21%	71.79%	100.00%
Trading House	9	29	38
	23.68%	76.32%	100.00%
Other	7	24	31
	22.58%	77.42%	100.00%

International Business Practices

	Do Not Agree	Agree	Strong. Agree	No Opinion	Total
Question 1	0	28	95	0	123
	0.00%	22.76%	77.24%	0.00%	100.00%
Question 2	14	35	74	1	124
	11.29%	28.23%	59.68%	0.81%	100.00%
Question 3	9	72	29	14	124
	7.26%	58.06%	23.39%	11.29%	100.00%
Question 4	18	61	27	14	120
	15.00%	50.83%	22.50%	11.67%	100.00%
Question 5	36	59	17	12	124
	29.03%	47.58%	13.71%	9.68%	100.00%
Question 6	29	67	18	8	122
	23.77%	54.92%	14.75%	6.56%	100.00%
Question 7	23	65	14	20	122
	18.85%	53.28%	11.48%	16.39%	100.00%

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

INTERNATIONAL BUSINESS SKILLS AND ABILITIES							
Importance							
	Not Importa...	Important	Very Import.	No Opinion	Total	Wt. Av.	Rank
A. Personal Characteristics							
Adaptability	4	46	67	6	123	420	5
	3.25%	37.40%	54.47%	4.88%	100.00%		
Patience	2	35	81	5	123	438	1
	1.63%	28.46%	65.85%	4.07%	100.00%		
Persistence	0	45	74	3	122	434	2
	0.00%	36.89%	60.66%	2.46%	100.00%		
Leadership	8	54	50	9	121	387	8
	6.61%	44.63%	41.32%	7.44%	100.00%		
Interpersonal communications	1	41	73	7	122	424	4
	0.82%	33.61%	59.84%	5.74%	100.00%		
Tolerance	4	56	52	11	123	395	7
	3.25%	45.53%	42.28%	8.94%	100.00%		
Determination	3	35	79	5	122	432	3
	2.46%	28.69%	64.75%	4.10%	100.00%		
Self Reliance	7	41	63	11	122	400	6
	5.74%	33.61%	51.64%	9.02%	100.00%		
Personal Characteristics Total	29	353	539	57	978		
	2.97%	36.09%	55.11%	5.83%	100.00%		

B. Professional Experience	Not Import.	Important	Very Import.	No Opinion	Total	Wt. Av.	Rank
International marketing skills	7	55	56	5	123	408	2
	5.69%	44.72%	45.53%	4.07%	100.00%		

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

	Not Import.	Important	Very Import.	No Opinion	Total	Wt. Av.	Rank
Negotiating & bargaining skills	4	36	81	3	124	443	1
	3.23%	29.03%	65.32%	2.42%	100.00%		
Hands-on host country exp.	21	59	34	9	123	364	4
	17.07%	47.97%	27.64%	7.32%	100.00%		
First-hand foreign bus. pract.	8	68	38	9	123	381	3
	6.50%	55.28%	30.89%	7.32%	100.00%		
First-hand exp. in foreign cult.	23	63	27	10	123	353	5
	18.70%	51.22%	21.95%	8.13%	100.00%		
Professional Experience Total	63	281	236	36	616		
	10.23%	45.62%	38.31%	5.84%	100.00%		

C. Specialized Knowledge	Not Import.	Important	Very Import.	No Opinion	Total	Wt. Av.	Rank
History of country	42	61	15	6	124	333	10
	33.87%	49.19%	12.10%	4.84%	100.00%		
Cultural Awareness of country	9	78	32	5	124	385	7
	7.26%	62.90%	25.81%	4.03%	100.00%		
Economic & political conditions	1	63	56	4	124	419	2
	0.81%	50.81%	45.16%	3.23%	100.00%		
Transportation knowledge	9	58	50	7	124	399	6
	7.26%	46.77%	40.32%	5.65%	100.00%		
Foreign Language	46	56	11	9	122	313	11
	37.70%	45.90%	9.02%	7.38%	100.00%		
Int'l finance and capital markets	23	63	32	6	124	369	8
	18.55%	50.81%	25.81%	4.84%	100.00%		

	Not Import.	Important	Very Import.	No Opinion	Total	Wt. Av.	Rank
Int'l trade/export market	8	60	51	4	123	404	4
	6.50%	48.78%	41.46%	3.25%	100.00%		
Gov't reg. re: technical standards	5	54	59	4	122	412	3
	4.10%	44.26%	48.36%	3.28%	100.00%		
Product Knowledge	1	31	90	2	124	457	1
	0.81%	25.00%	72.58%	1.61%	100.00%		
Int'l Market Research Skills	10	84	21	9	124	365	9
	8.06%	67.74%	16.94%	7.26%	100.00%		
Knowledge of int'l legal contract	10	60	49	5	124	401	5
	8.06%	48.39%	39.52%	4.03%	100.00%		
Specialized Knowledge Total	164	668	466	61	1359		
	12.07%	49.15%	34.29%	4.49%	100.00%		

Most Important Skill and Ability		
	Frequency	Percent of Total
Personal Characteristics	19	13.77%
Professional Experience	51	36.96%
Specialized Knowledge	68	49.28%
Total Responses	138	100.00%

Need for Professional Knowledge and Specialized Knowledge Skill Development

	Not at All	Low Need	High Need	Not Applica...	Total	Wt. Av.	Rank
A. Professional Experience							
International marketing skills	4	59	51	5	119	394	1
	3.36%	49.58%	42.86%	4.20%	100.00%		
Negotiating & bargaining skills	13	52	48	5	118	379	2
	11.02%	44.07%	40.68%	4.24%	100.00%		

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

	Not at All	Low Need	High Need	Not Applica...	Total		
Hands-on host country exp.	18	58	33	10	119	352	4
	15.13%	48.74%	27.73%	8.40%	100.00%		
First-hand foreign bus. pract.	13	54	44	7	118	371	3
	11.02%	45.76%	37.29%	5.93%	100.00%		
First-hand exp. in foreign cult.	18	69	22	11	120	342	5
	15.00%	57.50%	18.33%	9.17%	100.00%		
Professional Experience Total	66	292	198	38	594		
	11.11%	49.16%	33.33%	6.40%	100.00%		

B. Specialized Knowledge	Not at All	Low Need	High Need	Not Applica...	Total	Wt. Av.	Rank
History of country	35	61	14	9	119	318	10
	29.41%	51.26%	11.76%	7.56%	100.00%		
Cultural Awareness of country	15	68	27	8	118	350	9
	12.71%	57.63%	22.88%	6.78%	100.00%		
Economic & political conditions	8	57	48	5	118	384	4
	6.78%	48.31%	40.68%	4.24%	100.00%		
Transportation knowledge	15	50	48	5	118	377	6
	12.71%	42.37%	40.68%	4.24%	100.00%		
Foreign Language	39	53	18	8	118	317	11
	33.05%	44.92%	15.25%	6.78%	100.00%		
Int'l finance and capital markets	18	57	39	5	119	368	7
	15.13%	47.90%	32.77%	4.20%	100.00%		
Int'l trade/export market	7	37	69	4	117	405	1
	5.98%	31.62%	58.97%	3.42%	100.00%		

TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

	Not at All	Low Need	High Need	Not Applica...	Total		
Gov't reg. re: technical standards	10	43	59	7	119	392	3
	8.40%	36.13%	49.58%	5.88%	100.00%		
Product Knowledge	18	32	64	6	120	394	2
	15.00%	26.67%	53.33%	5.00%	100.00%		
Int'l Market Research Skills	13	63	36	8	120	367	8
	10.83%	52.50%	30.00%	6.67%	100.00%		
Knowledge of int'l legal contract	16	47	50	7	120	380	5
	13.33%	39.17%	41.67%	5.83%	100.00%		
Specialized Knowledge Total	194	568	472	72	1306		
	14.85%	43.49%	36.14%	5.51%	100.00%		

MEETING YOUR NEEDS FOR INTERNATIONAL BUSINESS EDUCATION

Opinions Regarding Various Types of Learning Experiences

Type of Learning Experience	A. Level of Awareness		B. Have Participated		C. Would Participate	
	Yes	No	Yes	No	Yes	No
In-house courses, workshops	53	51	23	69	65	19
On-the-job training	59	40	54	43	60	18
Exchange with gov't or private sector	61	39	48	50	58	26
Executive exchange with overseas organizations	34	68	25	67	46	42
Academic private sector	57	45	21	66	33	49
consultant					78	
Industry sponsored seminars	80	21	55	41	78	10
Gov't sponsored seminars	85	14	65	30	72	10
Formal post-secondary educ. in Canada	58	44	26	72	44	38
Formal post-secondary educ. abroad	48	55	10	80	25	58
Totals	535	377	327	518	481	270
Percent of Total Response to Item	58.66%	41.34%	38.70%	61.30%	64.05%	35.95%

D. Degree of Effectiveness

			Effectiveness				
Type of Learning Experience	Not effective	Somewhat	Moderate	Very Effect.	Total	Wt. Av.	Rank
In-house courses, workshops	10	38	38	12	98	248	4
On-the-job training	5	21	24	46	96	303	1
Exchange with gov't or private sector	19	29	37	14	99	244	5
Executive exchange with overseas organizations	24	26	30	16	96	230	7
Academic private sector consultant	34	36	24	7	101	206	9
Industry sponsored seminars	8	44	38	14	104	266	2
Gov't sponsored seminars	10	48	32	9	99	238	6
Formal post-secondary educ. in Canada	17	30	32	20	99	253	3
Formal post-secondary educ. abroad	22	32	23	16	93	219	8
Totals	149	304	278	154	885		
Percent of Total Response to Item	16.84%	34.35%	31.41%	17.40%	100.00%		

Opinions Regarding Various Ways for Providing Post-secondary Education and Training

	A. Level of Awareness		B. Have Participated		C. Would Participate	
Learning Experience	Yes	No	Yes	No	Yes	No
Graduate	72	27	34	54	29	47
Undergraduate	59	30	32	46	28	42
2 year Diploma	50	39	14	64	21	48
1 Year Certificate	45	44	10	66	20	48
Adv. Mgt. Program 4-8 wks ft	59	37	23	66	49	31
Exec. Dev. Courses 1-4 wks ft	55	41	22	68	49	26
Int'l Bus. Courses 8-12 wks pt	42	54	11	71	54	24
Workshops & Seminars 1-5 days	67	30	41	48	72	8
Total	449	302	187	483	322	274
Percent of Total Response to Item	59.79%	40.21%	27.91%	72.09%	54.03%	45.97%

D. Degree of Effectiveness			Effectiveness				
Learning Experience	Not effective	Somewhat	Moderate	Very Effect.	Total	Wt. Av.	Rank
Graduate	14	30	25	25	94	249	4
Undergraduate	18	28	29	9	84	197	6
2 year Diploma	15	31	24	9	79	185	7
1 Year Certificate	17	33	20	4	74	159	8
Adv. Mgt. Program 4-8 wks ft	8	24	41	22	95	267	1
Exec. Dev. Courses 1-4 wks ft	12	18	34	25	89	250	3
Int'l Bus. Courses 8-12 wks pt	8	17	36	24	85	246	5
Workshops & Seminars 1-5 days	11	28	36	21	96	259	2
Total	103	209	245	139	696		
Percent of Total Response to Item	14.80%	30.03%	35.20%	19.97%	100.00%		

SUPPORT FOR INTERANTIONAL BUSINESS EDUCATION

Category of Support	Yes	Would Cons.	No	Total
Program Advisory Committee	23	67	32	122
	18.85%	54.92%	26.23%	100.00%
Student work experience	14	59	49	122
	11.48%	48.36%	40.16%	100.00%
Financial Support	7	45	69	121
	5.79%	37.19%	57.02%	100.00%
Sponsor Employees	20	79	20	119
	16.81%	66.39%	16.81%	100.00%
Part-time Teaching	17	56	49	122
	13.93%	45.90%	40.16%	100.00%
Gov't/Ind. Cooperative Ventures	17	69	35	121
	14.05%	57.02%	28.93%	100.00%
Support for IBE Totals	98	375	254	727
	13.48%	51.58%	34.94%	100.00%

CONCLUSION

	Yes	No	Total	% of Response
Additional Comments	59	68	127	31.75%

INTERNATIONAL BUSINESS EDUCATION QUESTIONNAIRE

SUMMARY OF COMMENTS

1. We would suggest a post-graduate degree in International Business Relations and Trade at one of our Alberta universities would be ideal. At the present time we train our engineers and technicians on the job.

2. Our business is very unique. No outside International Seminars/Business Courses will give you the results that on-the-job training can give. The business must be learned from the ground-up and at least three to five years is required.

3. Our company would welcome the opportunity to attend such a course. As a service company, we want all our staff - be it management or field engineers to represent our country and company in a manner that we will be invited back. Training such as this would be a real asset.

4. We are aware that the U. of A. has recently been selected through its Commerce and Business School to start International Business Education. We will be interested in progress in this regard including courses, graduating students, work programs, research facilities etc.

5. In our opinion, agents are the most often used method of offshore marketing. We feel a concentrated program is needed on how to deal with agents in foreign countries.

6. Our head office is in Toronto and we are part of an international business with operations around the world. I have no doubt that there would be an interest in international business education, but our company is unlikely to look to Alberta for that education.

7. Having participated in international seminars and courses, I felt that the

views presented are general to government or large industry. We are a small company operating in a specialized market. Our best method for doing business internationally is to go ahead and participate. Only so much can be taught and it is usually not specific enough for our needs. We prefer on-hands activities in the form of organization such as AIS (Alberta International Systems) rather than being given theoretical maxims about Canada's inability to compete internationally.

8. Although our company may not immediately require the services of an ''International Business Education'' program, we strongly believe that implementation of such a program would be most beneficial for all Alberta companies concerned. The traits of successful International Marketing are more than understanding the culture, the laws, or knowing the dealings of any one particular country. Hands on experience is a prerequisite to any successful venture into the field. This, we believe, is the most useful contribution that can be made by established Alberta companies to the success of any contemplated program.

9. Our company has very limited international experience and would find it very difficult to assess potential export opportunities i.e. foreign consumer product acceptance, determining target markets, shipping/distribution, financing etc. I feel in order for Alberta based companies to contemplate international opportunities they must first be able to compete on a North American scale. Because if we can't, we'll crash and burn in the international scene against the giants - Japan, Hong Kong, Taiwan and now, China.

10. International business can only be taught by those individuals that have had first hand dealings with certain countries or continents. If these skills are taught by so called educated people who have ''Book Knowledge'' only, the programs become a farce.

11. Like many other small manufacturers, the problem of actively seeking export markets is not one of education, but of capital.

12. We feel that some companies like ours have not yet fully explored the potential that exists domestically, and that large ventures abroad would be risky at best.

13. Until we can generate a market in Alberta and Canada, we do not want to attempt to generate international markets although our biggest market will be the U.S.A. Therefore, international business education is not high on our

priorities.

14. Our key need is to train foreign nationals in Canada about the oil and gas business.

15. Young entrepreneurial companies have other needs than matured ones. "Education" must be in place already - free, trouble shooting/"Quick Fix", lack of time and money.

16. Our company currently has a very low profile in the export market partly by intention and partly due to the type of business we operate.... As a result, we have minimal requirements for international business education.

17. At this time, most all of our international business education comes through our in-house international department in Tulsa. This has been adequate to maintain our position in the market place.

18. We are aware of many of these learning experience outlined, but the problem we find is they are not specific or are far too broad to be of much use for the segment of the agricultural sector we are involved in.

19. Our company has been moderately successful with limited resources and untrained personnel. We know we could do a better job with better training.

20. International business success is dependent on the normal sales requirements, but it is also very slow developing and needs a personal confidence between the two parties doing business. An agent can often bring this together but doing business this way often has communication problems. Identification of the key people that will make a sale happen is often the hardest part of any sale!

21. I would have to say that I am happy with the quality of the people we have with us who are involved with international marketing. I think that their skill levels are quite sufficient for the task, and I guess I question just what "international business education" is vis-a-vis "general business education."

22. We are only a small company so do not have people that we can spare to take long-term courses. Something short-term would be applicable for our business.

23. Marketing support is more critical than education for our smaller company.

24. We really can't afford to contribute to the initiative. We are small, focussed, and have technology which is required globally. We travel a lot and are busy trying to penetrate international market.

25. All new programs must be cost effective. Programs must not duplicate those already available from private sector or local educational institutions.

26. Registration with B.O.S.S. (Business Opportunities Servicing System) for the past five years has resulted in too few sales to cover the cost of postage used and ``fees'' for finding, particularly to India and Pakistan. As for U.S.A. exports, we are unable to compete using $7.00 per hour starting wage vis a vis no minimum wage rate is paid in various U.S.A. states.

27. Most markets which are still developing are in less developed countries or communist countries, with international competitive bidding, or difficult negotiations being inevitable. Low pricing with good technical features are essential. With products ranging from lab instruments, chemicals, skilled labor and mobile field equipment, strong industry technical credentials are the first priority. Training technical personnel to become effective marketers is a second step in the development process.

28. We are placing our export emphasis on U.S.A. We are not considering other markets until we feel we have outgrown the U.S. market which will take several years.

29. We believe there is no substitute for hands-on experience in international marketing. Success requires a combination of personal characteristics, professional experience and specialized knowledge, but the specialized knowledge can be picked up through experience and from sources now available such as government departments, banks, brokers, lawyers, etc.

30. We are a highly specialized contract research development company in a marginal business sector.... Our difficulty is the evaluation of the likely rate of return on any international business development outside of the U.S.

31. The necessity to learn in a foreign business setting and being involved in government delegations would assist us greatly.

32. - Must emphasize culture-traditions etc.
- Must get away from North American stereotype of business acumen.
- Must know product being sold.
- Must be flexible and know how to adjust profit margins etc.

33. Presently, the size of our company and the nature of our products does not allow us to be involved in overseas markets. However, we are interested in promoting and increasing the fertilizer business we do in the north-western United States. Fertilizer crosses the border fairly easily, with no duty or tax. Marketing and credit areas are topics we wish to expand our knowledge in.

34. It is my opinion that course instructors should be from industry and not from academia as there is no text book that covers the real world situations one encounters on a day to day basis.

35. The biggest obstacle to date has been any company's inability to ensure a return on the investment overseas. i.e. We perceive international business as time-consuming and high risk. The only way for it to be worth while is by having a high competitive advantage in your business. Competitive advantage is the vehicle for expanding your market.

36. The writer has very little experience regarding most of the enclosed questions as we are a very small firm having only two employees at this time.

37. Although our company does not do a large volume of sales internationally, I believe it to be of benefit to Alberta to have a stronger position in international trade.

38. All quotation evaluation and presentation is done by our Calgary employees. Freight forwarders are used for shipping. Lines of credit, bid bonds, performance bonds, interpretation of legal documents etc. are all arranged in-house. The whole process is easy to observe here. You are welcome to do so. Our products are sold on a price wise basis. It doesn't take a genius to calculate margins. Proper product application is most critical.

39. Our industry is very labour intensive and subjective in its values - cultural/social/economic understanding is crucial.

40. International business usually stems from persistence, patience and great supply of information giving. At this time we do not require additional

business education as we wish to maintain a status-quo on activities internationally.

41. Existing programs tend to be too general and vague in focus. Why not have specific evening courses on the economic implications of major issues such as:

    1) 1992 - How the 300 proposed directives of the EEC will effect market growth patterns for your company.
    2) Japan, Hong Kong, Taiwan, S.Korea and Singapore - trade patterns, business infrastructure and growth potentials for your company.
    3) USA - Products and service potentials.
    4) Mexico and S. America.
    5) World trade structure trends.
    6) International Marketing Personal Skills (A cultural overview of how to act and react in a number of important overtures).

42. Alberta is a resource-rich province with a small dispersed population. We are also distant from traditional North American markets. California has the population of Canada and the Pacific Rim is on the busiest shipping routes of the world. If we are to prosper we must overcome the distances to export markets with value added products, thus minimizing the influence of freight rates, in relative terms. The people are there, the needs are there, the problem remains as to translating our resources into a profitable and useful product, for these markets. The first obstacle is to learn more about other ways of life in these societies.

5. QUESTIONNAIRE TO ALBERTA'S PUBLIC POST-SECONDARY INSTITUTIONS AND SIMILAR INSTITUTIONS IN BRITISH COLUMBIA, SASKATCHEWAN AND MANITOBA

SURVEY OF IBE PROGRAMS/COURSES AT POST-SECONDARY INSTITUTIONS

Summary of Findings - Alberta

1. International business education (IBE) is offered currently at the University of Alberta, The University of Calgary, The University of Lethbridge, the Banff Centre, Grant MacEwan Community College and the Northern Alberta Institute of Technology.

2. IBE is offered for both credit and non-credit purposes. However, the University of Alberta and The University of Lethbridge offer only credit courses and the Banff Centre only non-credit courses. The University of Calgary offers credit and non-credit courses.

3. With respect to credit offerings, the only program designated as a specialization in IBE is available at Grant MacEwan Community College, which offers an International Business Certificate Program.

4. Alberta universities are engaged, in varying degrees, in IBE research projects, the majority of which are funded by external agencies, including foreign organizations and governments.

5. A total of twenty-eight instructors are involved in IBE, five in the non-university sector and twenty-three in the university sector. Twelve in the latter sector are hired for specific courses on a term-certain basis (Banff Centre).

6. Institutions delivering IBE programming anticipate no difficulty in recruiting staff in this area.

7. The universities offer a variety of credit courses and degree programs which support or could support IBE programming. The availability includes political science, agriculture, anthropology, area studies (East Asian, African, East European), languages, law, history, education, and religious studies.

8. In 1987-88, a total of 593 students were enrolled in IBE credit courses. 530 were in the university sector and 63 in the non-university sector.

9. In 1987-88, a total of 556 students were enrolled in IBE non-credit courses.

407 were in the university sector and 89 in the non-university sector. Figures for the Banff Centre were not available.

10. In 1988-89, a total of 596 students were enrolled in IBE credit courses. 476 students were in the university sector and 120 in the non-university sector.

11. In 1988-89, a total of 349 students were enrolled in IBE non-credit courses. 213 were in the university sector and 136 in the non-university sector.

12. Institutional policies on confidentiality of information regarding students made it difficult to draw significant conclusions with respect to student profiles.

13. Mount Royal College has expressed an interest in delivering IBE programming which would involve co-op placements overseas. Further action on this has been placed on hold pending the outcome of the work of the Task Force.

14. Although not delivering IBE programming, several institutions in the non-university sector made mention of their involvement in international development projects overseas.

SURVEY OF IBE PROGRAMS/COURSES AT POST-SECONDARY INSTITUTIONS

Summary of Findings - British Columbia

1. International Business Education (IBE) is currently offered at The University of British Columbia, University of Victoria, Simon Fraser University, British Columbia Institute of Technology, Capilano College, Vancouver Community College, and Camosun College.

2. IBE is available for both credit and non-credit purposes.

3. IBE diploma programs are available at the British Columbia Institute of Technology, Vancouver Community College and Camosun College. A post-graduate diploma in IBE is offered by Capilano College. Baccalaureate, Master's and Ph.D. programs in international business are available at The University of British Columbia.

4. In general, the focus of IBE programming is on the Pacific Rim. However, research and programs for executives at The University of British Columbia are wider in scope and address Canada-US trade matters.

5. Research in international business is in progress in the university and non-university sectors.

6. There are plans for expansion of existing IBE programming in the non-university sector, including programming for candidates who are currently employed.

7. In the university sector, the development of an International Business Regional Studies Program is under consideration at Simon Fraser University.

8. Existing programs in the majority of institutions are fully subscribed.

9. The Centre for International Business Studies (CIBS) is located at The University of British Columbia. Funded in part by the Department of External Affairs under its CIBS Program, the Centre is one of eight such centres in Canada which have been approved and designated by the federal government. The Centre coordinates international business course offerings and student research and supports faculty research in international trade. It also organizes workshops, seminars and briefing services for business executives, including country-specific sessions and in-house training. The Centre also coordinates student exchange programs with foreign business schools.

10. Co-op placement is an important feature of the Capilano College Program. Students are placed for a four to twelve-month period in Canadian companies with trade interests in Asia, and in companies located in Asia.

SURVEY OF IBE PROGRAMS/COURSES AT POST-SECONDARY INSTITUTIONS

Summary of Findings - Saskatchewan

1. International Business Education (IBE) is available only at the University of Saskatchewan. However, the University of Regina is planning a baccalaureate program within the Faculty of Administration which will offer an area of concentration in international business.

2. The University of Saskatchewan does not have an IBE program but offers individual undergraduate courses in topics relating to international business.

3. At the Master's level, a specialization in the development and management of international joint ventures is available.

4. Research on the following topics is in progress:

   - exporting to the US.
   - entry by small and medium-sized firms into export markets.
   - factors affecting the success of Canadian business linkages with firms in development countries.
   - financial factors affecting the formation of joint ventures with firms in the Asia-Pacific region.

5. The University of Regina has established a Summer Centre for International Languages to provide language training for those involved in international trade. It offers instruction in Japanese, Chinese, Russian, Spanish and Hindi, and will introduce Korean this year. The Centre also provides briefings and cross-cultural orientation services for the public and private sectors.

SURVEY OF IBE PROGRAMS/COURSES AT POST-SECONDARY INSTITUTIONS

Summary of Findings - Manitoba

1. International Business Education (IBE) is offered only at The University of Manitoba. Red River Community College is investigating the possibility of offering a certificate program in international business.

2. There is no IBE program as a specialization, but undergraduate and graduate courses dealing with various aspects of IBE are available through the Faculty of Management.

3. Support programs in languages and area studies are offered through the Faculty of Arts.

4. The Centre for International Business Studies (CIBS) at the University of Manitoba is one of eight such Centres in Canada which have been approved and designated by the federal government. It is funded in part by the Department of External Affairs under its CIBS Program. The Centre offers short, non-credit courses to business people and sponsors seminars, conferences and management development programs. It also funds research in international business and organizes cooperative marketing projects involving students and companies.

ALBERTA INSTITUTIONS

	Institution					
	UA	UC	UL	AU	BC	
I. COURSES/PROGRAMS AVAILABLE A. Courses/Programs	(Narrative)					
B. No. of Courses/Programs 1. Credit 87-88	10	7	3	0	0	
2. Non-Credit 87-88	0	4	0	0	0	
3. Credit 88-89	8	7	4	0	0	
4. Non-Credit 88-89	0	5	0	0	1	
C. Class Enrolment 1. Credit 87-88	258	208	64	0	0	
2. Non-Credit 87-88	0	467	0	0	0	
3. Credit 88-89	207	179	90	0	0	
4. Non-Credit 88-89	0	195	0	0	18	
II. STUDENT PROFILE A. Names	(Narrative)					
B. 1. No. Previously Employed - Credit	4/11[1]	N/A[2]	0	N/A	N/A	
- Non-Credit	N/A	N/A[2]	N/A	N/A	18	
2. No. Currently Employed - Credit	5/11[1]	N/A[2]	4	N/A	N/A	
- Non-Credit	N/A	N/A[2]	N/A	N/A	18	
3. - Sectors Employed* - Credit	6-S 2-G 2-B 1-F	N/A[2]	1-S 1-M 1-P 1-A 1-N/A	N/A	N/A	
- Non-Credit	N/A	N/A[2]	N/A	N/A	5-B	
4. Level Before Enrolment* - Credit	4-S 3-A 2-P 2-M	N/A[2]	5-S	N/A	N/A	
- Non-Credit	N/A	N/A[2]	N/A	N/A	2-M 3-E	
5. Level After Enrolment* - Credit	6-S 2-A 1-P 1-M 1-E	N/A[2]	4-A 1-N/A	N/A	N/A	
- Non-Credit	N/A	N/A[2]	N/A	N/A	2-M 3-E	

*Legend:
G - Government
B - Business
F - Finance
S - Student
O - Other
A - Administrative
P - Professional
M - Managerial
E - Executive

University of Alberta - UA
University of Calgary - UC
University of Lethbridge - UL
Athabasca University - AU
The Banff Centre - BC

[1] the University of Alberta submitted 11 names rather than the five requested.

[2] The University of Calgary would not release this information due to a policy of confidentiality on student records.

III. RESEARCH PROJECTS	(Narrative)					
A. Funded Projects	UA	UC	UL	AU	BC	
Dollar Value ($000)	319	100.5	0	0	20	
IV. SUPPORT COURSES	(Narrative)					
V. STAFFING A. No. Teaching	5	5	1	1[3]	12	
B. No. to Retire	0	0	0	0	0	
C. Difficulty Recruiting	No	No	Yes	Yes	No	
VI. RELATED PROJECTS	(Narrative)					

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[3] One faculty member teaching an IBE - related project.

Institution

I. COURSES/PROGRAMS AVAILABLE	*GMCC	NAIT				
A. Courses/Programs	(Narrative)					
B. No. of Courses/Programs 1. Credit 87-88	4	1				
2. Non-Credit 87-88	1	3				
3. Credit 88-89	9	1				
4. Non-Credit 88-89	3	3				
C. Class Enrolment 1. Credit 87-88	38	25				
2. Non-Credit 87-88	17	72				
3. Credit 88-89	95	25				
4. Non-Credit 88-89	64	72				
II. STUDENT PROFILE A. Names	(Narrative)					
B. 1. No. Previously Employed - Credit	3	?				
- Non-Credit	0	2				
2. No. Currently Employed - Credit	5	?				
- Non-Credit	0	3				
3. - Sectors Employed* - Credit	5-B	?				
- Non-Credit	N/A	4-B 1-G				
4. Level Before Enrolment* - Credit	1-S 3-M 1-E	5-S				
- Non-Credit	N/A	4-S 1-M				
5. Level After Enrolment* - Credit	4-M 1-E	?				
- Non-Credit	N/A	3-S 2-M				
III. RESEARCH PROJECTS A. Funded Projects	(Narrative)					
Dollar Value ($000)	N/A	N/A				
IV. SUPPORT COURSES	(Narrative)					
V. STAFFING A. No. Teaching	3	2				
B. No. to Retire	0	1				
C. Difficulty Recruiting	No	NO				
VI. RELATED PROJECTS	(Narrative)					

Grant MacEwan Community College - GMCC
Northern Alberta Institute of Technology - NAIT
2\TABLES\OUTOFPRO.INS

Institution: University of Alberta

I. Courses/Programs Available

Finance - 2 (III-1; G-1)
Legal Relations - 2 (III-1; G-1)
Managerial Economics - 2 (III-1; G-1)
Marketing - 2 (III-1; G-1)

(Note: I, II, III and IV refer to year of undergraduate study; G refers to graduate courses)

II. Student Profile

A. Names

1. Thomas Boddez
2. Shannon Carlson-Stewart
3. Michael Langlands
4. Marcia Orobko
5. Susan Babcock
6. Richard Damecour
7. William Payne
8. Ronald McMorram
9. Carole Hunt
10. Richard Waugh
11. Garth Wood

III. Research Projects

A. Funded Projects

Field	Funding Source	Amount	FTE Academic	FTE Support
International Business	Royal Bk.	$34,000	1/3	Secretarial
International Business	U of A	45,000	1/2	Secretarial
Exchange Rates	U of A	6,000	1/4	Res. Asst.
Economic Forecast	Alberta Government	5,000	1/8	Res. Asst.
Foreign Trade	U of A	6,000	1/4	-
Television Program Distribution	UNESCO[1] NOS[2]	-	-	-
Television Program Marketing	Hungary	-	-	-
Television Program Production	U of A	2,500	1/2	Res. Asst.
Television Program Strategies	Canada/ USA	-	-	-
Data Choice Models	NSF[3]	82,000	1/4	Res. Asst.
Forestry and Recreation	U.S. Forest Service	48,000	1/4	Res. Asst.
Brand Equity	Various	-	-	-
Technology Transfer	SSHRC[4]	16,910	3/4	Res. Asst.
Black Markets in Foreign Exchange	U of A	7,000	1/4	-
International Expansion of Business Firms	U of A	-	-	-
Decision making Analysis	U of A	-	-	-
International Finance	U of A	-	-	-
Internal Free Markets in the EEC	U of A	-	-	-
Export Strategy and the EEC	SSHRC[4]	9,006	1	-
Tax Policies	IMF[5]	10,000	1/4	1/6
International Trade of Television Programs	EIBA[6]	-	-	-

Trade with China	U of A/ CIDA[7]	-	-	-
Eurodollar Options	SSHRC[5]	5,500	1/4	Res. Asst.
Flexible Exchange Rates	U of A	-	-	-
Organizational Strategies for Free Trade	NCMRD[8]	15,000	1	1/2

Note: Where amounts are not specified, no information was given.

[1] UNESCO: United Nations Educational, Scientific and Cultural Organization
[2] NOS : Dutch Broadcasting Corporation
[3] NSF : National Science Foundation (U.S.A.)
[4] SSHRC : Social Sciences and Humanities Research Council (Canada)
[5] IMF : International Monetary Fund
[6] EIBA : European International Business Association
[7] CIDA : Canadian International Development Agency
[8] NCMRD : National Centre for Management, Research and Development (University of Western Ontario)

IV. Support Courses/Programs

Agricultural Economics - 2 (II-1; III-1)
Agriculture and Forestry - 1 (II-1)
Anthropology - 15 (I-1; II-14)
Arabic - 4 (I-1; II-2; III-1)
B.A. (Chinese)
B.A. (East Asian Studies)
Economics - 15 (II-10; III - 5)
B.A. (French)
B.A. (Geography)
B.A. (History)
B.A. (Italian)
B.A. (Japanese)
Philosophy - 5 (II-5)
B.A. (Polish)
Political Science - 26 (II-1; III-25)

B.A. (Religious Studies)
B.A (Russian)
B.A. (Scandinavian Languages)
B.A. (Slavic and East European Studies)
B. A. (Slavics)
Sociology - 2 (II-2)
B.A. (Spanish)
B.A. (Ukrainian)
Education - 7 (III-4; IV-1; G-2)
Home Economics - 2 (III-2)
Law - 7
International Health - 1 (II-1)

VI. Related Projects

1. Alberta International (AI); provides offshore information to the private sector.
2. Alberta Summer Institute of Petroleum Industry Development (ASIPID); promotes Alberta trade and technology internationally.
3. Prairie Regional Orientation Centre; part of AI, provides information on China to the private sector.
4. Bangladesh Linkage Centre; part of AI, promotes engineering projects.
5. Annual Korea-Canada conference in cooperation with Yonsei University.
6. Canadian Institute of Northern Studies; hosts several international conferences
7. African Management Project (CIDA) in final stages of negotiations.

Institution: The University of Calgary

I. Courses/Programs Available

Economics - 8 (II-3, III-1; IV-1; G-3)
Finance - 2 (III-1; G-1)
Marketing - 2 (III-1; G-1)

(Note: I, II, III and IV refer to year of undergraduate study; G refers to graduate courses)

II. Student Profile

A. Names

Not available due to confidentiality policy.

III. Research Projects

	Field	Source	Amount	FTE Academic	FTE Support
1.	International Aviation	Institute of Transport Studies, Governments of Alberta and Canada; Canadian Airlines, Air Canada	$52,000	1.5	0
2.	Advertising Budget Strategies	Alberta Energy Co.	2,500	.5	0
3.	International Tourism	Alberta and Canadian Governments	46,000	.5	.5

IV. Support Courses

African Studies - 3 (II-1; III-1; IV-1)
Anthropology - 9 (II-6; III-2; G-1)
Canadian Studies - 1 (II-1)

Communications Studies - 1 (G-1)
Development Studies - 3 (II-2; IV-1)

Dutch-4 (I-2; II-2)
East Asian Studies - 1 (II-1)

Environmental Design - 1 (G-1)

French - 54

General Studies - 1 (II-1) Music

Geography - 12 II-1;II-8;III-2;IV-1)

German - 39
Greek - 14
History - 16 (II-10;II-6)
Italian - II
Latin American Studies (I-2; II-1; III-1)
Law - 1
Policy and Environment - 3 (II-1; G-2)
Political Science - 22 (I-1; II-11; III-7; G-3)
Religious Studies - 3 (I-2; G-1)
Sociology - 2 (II-2)
South Asian Studies - 1 (II - 1)
Soviet and East European Studies - 2 (II-2)
Spanish - 19

VI. Related Projects

1. Project Management - A Thailand/Canada Joint Venture
2. Executive Development Program with Japan
3. Executive Development Program with Taiwan
4. World Tourism Organization International Education and Regional Training Centre

Institution: University of Lethbridge

I. Courses/Programs Available

Management 4 (III-3, IV-1)

n/a

(Note: I, II, III and IV refer to year of undergraduate study; G refers to graduate courses)

II. Student Profile

Not available due to confidentiality policy.

III. Research Projects

Field	Source	Amount	FTE Academic	FTE Support
Japanese Business	Self-Supported	-	1	0

IV. Support Courses

Anthropology	- 2	(II-1; III 1)
Economics	- 3	(III-2; IV 1)
Education	- 1	(IV-1)
Geography	- 2	(II-2)
Interdispilinary Studies	- 1	(II-1)
Philosophy	- 1	(iii-1)
Political Science	- 4	(II-2; III-2)
Religious Studies	- 1	(I-1)
Sociology	- 1	(I-1)

Also, language courses including French, Spanish and German are offered.

VI. Related Projects

n/a

Institution: Athabasca University

I. Courses/Programs Available

Presently no courses available. (One course currently in the developmental stage to be on line in 1990).

II. Student Profile

A. Names

n/a

III. Research Projects

A. Funded Projects

IV. Support Courses

French Language Courses
Business Law
Communications Courses
Marketing, Introductory and Consumer Behavior
Small Business Management

VI. Related Projects

1. Athabasca University/Indira Gandhi National Open University International Business Education Project.

Institution: The Banff Centre

I. Courses/Programs Available

A. Courses/Programs

1. Asia Pacific Foundation of Canada Business Associates Program, May 20 - June 4, 1989

2. Banff International Seminar, August 12 - 19, 1989

II. Student Profile

A. Names (Non-Credit) (Executive Program)

1.	Doug Andrews	The Alexander Consulting Group
2.	Ed Boonstra	Shell Canada Resources Ltd.
3.	Jim Harriman	Palliser Grain Co. Ltd.
4.	Larry Samoil	Etcom Enterprises Inc.
5.	Gregg Saretsky	Canadian Airlines International

III. Research Projects

A. Funded Projects

- National Survey of current private sector management programs serving Canada and the Asia Pacific. (Sponsor: Asia Pacific Foundation of Canada - completed).

IV. Support Courses

n/a

VI. Related Projects

The Banff Centre School of Management has delivered 2 CIDA funded workshops in the Caribbean (Jamaica 1966 and Barbados

1987). While these were not international "business" programs per se, they did specifically deal with management issues: environmental management and tourism development.

Institution: Grant MacEwan Community College

I. Courses/Programs Available

A. Courses/Programs

International Business Certificate Program includes courses in international business, international marketing, international trade finance, international trade economics, world trade geography, intercultural communications, importing and exporting, international risk management international cultural relations, international negotiating and contract management, international business law, and practicum courses. This program would appear to benefit those with significant previous education and/or work experience.

II. Student Profile

A. Names

Unavailable until student permission is obtained.

III. Research Projects

A. Funded Projects

n/a

IV. Support Courses

- International Field Trip
- International Business Workshops/Seminars

VI. Related Projects

Through the Association of Canadian Community Colleges and WUSC, seven professionals from the People's Republic of China have been placed with Grant MacEwan Community College for the purpose of completing course work, visiting various industries, and being placed at various organizations such as law firms, banks, and real estate developers.

Institution: Medicine Hat College

I. Courses/Programs Available

A. Courses/Programs

n/a

II. Student Profile

A. Names

n/a

III. Research Projects

A. Funded Projects

n/a

IV. Support Courses

n/a

VI. Related Projects

Although Medicine Hat College does not have a project specific to international business education, they are currently involved in administrative training programs with Thailand, funded by ACCC and CIDA. This 3-year project involves bringing senior college administrators from Thailand to Medicine Hat for training. In addition, teachers from Medicine Hat will teach college practises in Thailand and an exchange of faculty and administrators is being planned.

Institution: Olds College

I. Courses/Programs Available

A. Courses/Programs

n/a

II. Student Profile

A. Names

n/a

III. Research Projects

A. Funded Projects

n/a

IV. Support Courses

n/a

VI. Related Projects

n/a

Institution: NAIT

I. Courses/Programs Available

A. Courses/Programs

- International Business:

  An introductory course to familiarize the student with the major features of the world economy, current international business issues and successful methods and practices used by Canadian and foreign firms in marketing their goods and services internationally; emphasis is on Pacific Rim, U.S.A. and Northwestern Europe.

II. Student Profile

A. Names

Credit: Adrian Leonard-Edmonton
Randy Pawlyk-Abbotsford, B.C.
Mark Ryski - Edmonton
Pam Stephenson - Edmonton
Krista Rinas - Edmonton

Non-Credit: Riad Atallah - Ed.
James Maykut - Ed.
Bob Nicol - Ed.
Bert LeBlanc - Ed.
Daryl Lambert - Ed.

III. Research Projects

A. Funded Projects

n/a

IV. Support Courses

n/a

VI. Related Projects

n/a

OUT OF PROVINCE

Institution

		UB	UV	SF	UR	US	UM	UW	BC	CP	VC	CM	RR	
I.	IBE Programs	Y	N	N	P	N	N	N	Y	Y	Y	Y	P?	
	a. Certificate Level													
	b. Diploma Level								Y		Y	Y		
	c. Baccalaureate	Y			P									
	d. Graduate	Y								Y?				
II.	Description IBE Program (including client group)	see attached narrative												
III.	Support Programs/Courses	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	
IV.	Description Support Courses/Programs	see attached narrative												
V.	Offerings Fully Subscribed	Y	Y	NA	N	NA	NA	NA	Y	Y	N	NA	NA	
VI.	Plans for Expansion	Y	N	NA	N	NA	NA	N	Y	Y	Y	?	Y	
VII.	Description Expansion Plans	see attached narrative												
VIII.	Encourage Out-of-Province Registrants	Y	N	NA	Y	NA	NA	NA	?	Y	?	?	?	
IX.	Research Activity	Y	Y	NA	Y	Y	Y	N	N	Y	N	N	N	
X.	Description - Research Activity	see attached narrative												

Note:
O - Offered
P - Planned
Y - Yes
N - No
NA- Not applicable

Institutional Legend

UB = University of British Columbia
UV = University of Victoria
SF = Simon Fraser University
UR = University of Regina
US = University of Saskatchewan
UM = University of Manitoba
UW = University of Winnipeg
BC = British Columbia Institute of Technology
CP = Capilano College
VC = Vancouver Community College
CM = Camosun College
RR = Red River Community College

OUT OF PROVINCE

IBE NARRATIVE

Institution: University of British Columbia

Description IBE Program:

Centre for International Business Studies

- Courses as listed on attached sheet.
- Graduate programmes include:

  a) MBA with an international business concentration.
  b) M.Sc. program in IB with a Pacific Rim Orientation - courses are in IB, area studies and languages.
  c) Ph.D in IB designed to train future academics - strong theoretical core as well as usual graduate IB courses.

Description Support Programs/Courses:

- language studies at the graduate and undergraduate level.

- area studies at graduate and undergraduate level.

Description Expansion Plans:

- programs/courses expanded on a continuous basis as resources permit.

Description - Research Activity:

Faculty is one "...the leading research faculties in the area of International Trade Policy, International Finance, and International Strategic Management and Decision Making."

- see attached report provided on the Centre for International Business Studies.

COURSE NO.	TITLE	ENROLLMENT 1988/89
(a) International Business Undergraduate Courses		
Comm 364	International Marketing	Not given
Comm 377	International Financial Institutions	203
Comm 455	Water Transportation	19
Comm 469	International Marketing Management	35
Comm 478	International Financial Management	83
Comm 490	International Business in a European Setting (special offering)	28
Comm 498	International Business Management	127
(b) Undergraduate Courses with Some International Business Content		
Comm 297	Capital Markets and Institutions	419
Comm 341	Business Logistics	134
Comm 376	Financial Institutions I	180
Comm 441	Advanced Business Logistics	25
Comm 444	Air Transportation	33
(c) International Business Graduate Courses		
Comm 527	International and Comparative Labour Relations	12
Comm 566	Seminar in International Marketing	25
Comm 568	Seminar in International Business	36
Comm 577	Seminar in International Finance	83
Comm 578	International Financial Management	30
Comm 590	International Business in a European Setting (a special offering)	36
Comm 598	Analysis of the International Business Environment	36
Comm 599	International Trade Policy	22
(d) Graduate Courses with Some International Business Content		
Comm 342	Transportation Policy	16
Comm 544	Seminar in Transportation	10
Comm 551	Advanced Accounting Seminar	Not given
Comm 556	Seminar in Management Accounting	Not given
Comm 595	Energy Policy and Management	15

OUT OF PROVINCE

IBE NARRATIVE

Institution: University of Victoria

Description IBE Program:

n/a

Description Support Programs/Courses: Centre for Asia-Pacific Initiatives, which encourages study of public policy issues in the region, organizes conferences, workshops, research, training projects, seminars, etc. Area studies and language training are offered.

Description Expansion Plans:

n/a

Description - Research Activity:

The Centre for Asia-Pacific Initiatives is extensively involved in international business research - specific areas or activities are not specified.

OUT OF PROVINCE

IBE NARRATIVE

Institution: Simon Fraser University

Description IBE Program: No IBE program as such, but individual courses in international business and international marketing are offered at the undergraduate level.

Description Support Programs/Courses:

- Area studies and languages studies are offered.
- Considering the development of an International Business Regional Studies Program with either a Pacific Rim or an Asian - Pacific Focus.

Description Expansion Plans:

N/A

Description - Research Activity:

Some activity in IB - no detail provided.

OUT OF PROVINCE

IBE NARRATIVE

Institution: University of Regina

Description IBE Program: Planned Baccalaureate Program within the Faculty of Administration that will offer an "area of concentration in international business".

Description Support Programs/Courses:

Summer language programs (Summer Centre for International Languages) to provide language training for those involved in international trade. Offerings are in Japanese, Chinese, Russian, Spanish and Hindi. Plan to offer Korean this year.

Description Expansion Plans:

n/a

Description - Research Activity:

None provided.

OUT OF PROVINCE

IBE NARRATIVE

Institution: University of Saskatchewan

Description IBE Program: No IBE program as such, but offer individual undergraduate courses in environment, marketing, finance, accounting, and industrial relations (all related to the international context).

An international business specialty is available at the Master's level - in international joint ventures development and management.

Description Support Programs/Courses: None

Description Expansion Plans:

n/a

Description - Research Activity:

Topics currently in progress:

a) Exporting to the U.S.
b) Entry into export markets by small & medium sized firms.
c) Factors affecting the success of Canadian business linkages with firms in developing countries.
d) Financial factors affecting the formation of joint ventures with firms in the Asia - Pacific.

OUT OF PROVINCE

IBE NARRATIVE

Institution: University of Manitoba

Description IBE Program:

- No IBE program as such, but specific undergraduate and graduate courses are offered through the Faculty of Management in International business, International finance, etc.
- Short, non-credit courses are offered to business people through the Centre for International Business Studies.

Description Support Programs/Courses:

- through the Faculty of Arts, language and area studies courses are offered.

Description Expansion Plans:

Description - Research Activity:

The Centre for International Business funds research in international business, much of which is undertaken at the University of Manitoba. Complete listing of research projects not provided.

OUT OF PROVINCE

IBE NARRATIVE

Institution: University of Winnipeg (Continuing Education)

Description IBE Program:

n/a

Description Support Programs/Courses:

n/a

Description Expansion Plans:

n/a

Description - Research Activity:

n/a

OUT OF PROVINCE

IBE NARRATIVE

Institution: British Columbia Institute of Technology

Description IBE Program: Students of the International Trade Option are trained in foreign market research to develop and sustain demand for Canadian products abroad. This two year program offers courses in Geography of Trading, International Law, International Trade, Domestic and International Corporate Finance, Quality Assurance and Exporting and Importing.

Description Support Programs/Courses:

n/a

Description Expansion Plans:

Presently contemplating expanding the program to serve the "currently employed" potential candidate. These plans are as yet in an early stage.

Description - Research Activity:

n/a

OUT OF PROVINCE

IBE NARRATIVE

Institution: Capilano College

Description IBE Program: The international business program is open to students who hold a previous degree and are interested in a career in Pacific Rim trade. It involves a ten-month, full-time program at the College, followed by a Co-op work term varying from four to twelve months, usually overseas. The status of the credential offered by the College is unclear.

Description Support Programs/Courses:

Certain language courses are required as part of the program.

Description Expansion Plans:

Starting in September 1989, Capilano College plans to offer an eight-month program leading to a Certificate in International Business.

Description - Research Activity:

1. Market research in the general area of Canada - China trade. This is a joint project involving an institution in Szechaun province.
2. Research activity in training for tourism management is being undertaken with a sister institution in Thailand.
3. Research in small business development in respect to metropolitan areas in Malaysia.

OUT OF PROVINCE

IBE NARRATIVE

Institution: Vancouver Community College

Description IBE Program: The Pacific Rim program is a two-year business diploma option that offers training for students interested in trade, commerce and international marketing with an emphasis on Pacific Rim countries.

Description Support Programs/Courses: Certain language and Area Studies courses are required as part of the program.

Description Expansion Plans: The aim of the proposed change is to expand a number of courses specific to law, finance, trade, business and marketing into the Pacific Rim diploma program. A Co-operative program is also being considered.

Description - Research Activity:

n/a

OUT OF PROVINCE

IBE NARRATIVE

Institution: Camosun College

Description IBE Program: The Pacific Rim Business Option is designed to provide students with a basic understanding of Macroeconomics, International Marketing and International Business and Trade.

Description Support Programs/Courses: Language and Area Studies courses are offered which focus on China and Japan.

Description Expansion Plans: Presently conducting a needs study on International Business Education.

Description - Research Activity:

n/a

OUT OF PROVINCE

IBE NARRATIVE

Institution: Red River Community College

Description IBE Program:

n/a

Description Support Programs/Courses: RRCC offers courses in the Mandarin language.

Description Expansion Plans: Currently investigating the possibility of developing and offering college certificate programs in international business.

Description - Research Activity:

n/a

SURVEY OF INTERNATIONAL BUSINESS EDUCATION

I. Courses or Programs Currently Available

A. Please attach to this form a description of all credit and non-credit courses or programs specifically related to international business education that are offered on a regular basis at your institution. This may be done by photocopying pages from your institution's calendar, or any other publication made available to students, and highlighting or circling the particular courses or programs.

Please do not include any "generic" courses or programs, such as foreign languages, economics or marketing, that are not exclusive to the area of international business.

B. How many courses, seminars or workshops exclusive to international business education were offered by your institution:

1) for credit in 1987-88? ____________________

2) for non-credit in 1987-88? ____________________

3) for credit in 1988-89? ____________________

4) for non-credit in 1988-89? ____________________

C. What was the total class enrolment in all courses, seminars and workshops exclusive to international business education at your institution that were offered:

1) for credit in 1987-88? ____________________

2) for non-credit in 1987-88? ____________________

3) for credit in 1988-89? ____________________

4) for non-credit in 1988-89? ____________________

II. Student Profile

A. In order to illustrate how your institution's international business courses and programs are being utilized by students, please provide a representative sample of five students who have completed a credit course or program within the last three years at your institution; and five students who have completed a non-credit course or program within the last three years at your institution.

Credit

	Name	Address	Business telephone number
1.			
2.			
3.			
4.			
5.			

Non-Credit

	Name	Address	Business telephone number
1.			
2.			
3.			
4.			
5.			

B. 1. How many in the sample were previously employed in a field related to international business? Credit ___________ Non-credit ______________

2. How many in the sample are now employed in a field related to international business? Credit _______ Non-Credit______

3. In what sectors are these students now employed? (banking, manufacturing, agriculture, government, etc.)

Credit	Non-Credit
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________

4. At what level or position was each of these students before enroling in your international business course or program? (student, clerk, district manager, etc)

Credit	Non-Credit
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________

5. At what level or position was each of these students six months to a year after completing your international business course or program?

Credit	Non-Credit
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________

III Research Projects

A. Please list each specially funded research project or scholarly activity on international business education currently in progress at your institution (sabbatical studies or special chairs should be included). Also, please indicate the specific field of study, the source of funding, the amount of funding allocated for 1988-89, and the full-time equivalent academic and support staff involved in each project. Should more space be required, please attach the complete information on a separate page.

	Field of Study	Source of Funds	Amount ($)	FTE Academic	FTE Support
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

IV. Support Courses

Please attach to this form a list of courses regularly offered at your institution which would be or are being used in conjunction with or in support of any international business courses or programs that may be offered. Examples of this type of course would include international law, cultural anthropology, foreign languages and geography. Course descriptions are not necessary.

V Staffing

A. How many faculty members at your institution are currently assigned to the teaching of at least one course that is exclusive to international business education? ____________

B. How many of these faculty members are likely to retire within five years? _______________

C. In order to maintain your present level of activity in teaching international business education courses or programs, do you anticipate any difficulties in recruiting suitably qualified staff? (Yes or No) __________

VI. In the space below, please briefly describe any other projects related to international business that are already established at your institution, such as co-operative and work placement programs, agreements with other educational institutions, or arrangements with international businesses and organizations.

Alberta
ADVANCED EDUCATION

Office of the Deputy Minister

Devonian Building East Wing, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L1 403/427-5635

Dear

As you may be aware, The Honourable Dave Russell, Minister of Advanced Education, recently announced the formation of an eight member Task Force on International Business Education. The Task Force, with representation from the Government of Alberta, Alberta universities, and the private sector, has been charged with a mandate to determine the need to either enhance existing capabilities within the Alberta public post-secondary system or establish further initiatives in the area of international business education.

In support of the work of the Task Force, a number of interrelated information gathering projects have been initiated. As part of information gathering, we would very much appreciate input from your institution respecting current and anticipated offerings related to the study of international business. Specifically, we would request your input in response to the following questions:

1. Do you currently offer or plan to offer in the near future a program in international business: a) at the certificate level? b) at the diploma level? c) at the baccalaureate level? d) at the graduate level? If so, a description of the program, including a description of the client group served, would be helpful.

2. If yes to the above question, do you currently offer, in support to international business education programs/courses, programs in area studies and languages, particularly in relation to the Pacific Rim countries? If yes, please describe.

   If you do not currently offer such programs, do you anticipate doing so in the near future?

3. a) If you currently offer certificate, diploma, degree or graduate level programs in international business education and/or area studies or languages programs or courses (as referred to above), are your offerings currently fully subscribed? (Please clarify which programs/courses are fully subscribed).

   b) If your offerings are currently fully subscribed, do you have plans for expansion in the near future? (If so, please clarify which areas may be expanded).

   c) If you have plans for expansion, do you anticipate that space would be available for out-of-province residents?

4. With reference to certificate, diploma, degree or graduate programs in international business education and support courses/programs in area studies or languages, would you please indicate whether registrants in these programs/courses are primarily (or exclusively) residents of your province?

5. Is your institution currently involved in any research activity in the area of international business? If so, please describe the nature and scope of this activity.

The information you provide to us in response to these questions will be of significant assistance to us. As a final request, due to the compressed timelines in this project, it would be very much appreciated if you could forward your response to my office by April 7, 1989.

We thank you very much for your attention and anticipated assistance in this matter.

Yours very truly,

G. Lynne Duncan
Deputy Minister

GLD/bhh

6. REVIEW OF LITERATURE

SUMMARY OF FINDINGS

Literature Survey

1. Need for IBE:

- attitudes of Canadian companies to exporting must change fundamentally if they are to take advantage of exporting opportunities.
- exporting is not well understood or implemented by Canadian companies.
- Canadian business schools do not have enough international business courses in their curricula.
- lack of good academic training keeps companies out of overseas markets.
- scarcity of managers with foreign business experience.

2. Nature of IBE Programming Required:

- need to develop a cross-cultural perspective on the global economy by training students to observe cultures and ask the right questions.
- today's business world demands multicultural and international communication skills.
- need for foreign language proficiency.
- develop an international perspective by going abroad to work.
- training goals must be linked directly to the strategic goals of the organization.
- need for university - industry cooperation to provide a curricula relevant to business needs.

3. Current Status of IBE:

- business schools are attempting to adapt to an international perspective by recruiting staff and students from a variety of countries and introducing more international material into their courses.
- business schools are encouraging companies to be actively involved in developing program content and design.
- courses, programs, and faculty that exist elsewhere in universities could contribute to overcoming the deficiencies in international business education.

LITERATURE SURVEY

BACKGROUND

Going Global: Meeting the Need for International Business Expertise in Canada, the 1988 report by the Corporate-Higher Education Forum, surveyed the state of international business education in Canada. The report identified three major findings:

1. Canadian executives are uninterested in formal international management training.
2. There already is quite substantial international business education available in Canadian business schools.
3. While policies and actions of Canadian governments are not a major obstacle to enhancing the quality of international business management in Canada, they should make a stronger contribution.

PURPOSE OF LITERATURE SURVEY

The purpose of the literature survey is to review the literature just prior to and subsequent to the release of ***Going Global*** as it relates to international business education. The literature was examined under three headings:

1. Need for international business education in Alberta, Canada and the world.
2. Nature of international business education programming required.
3. Current status of international business education programming.

CONCLUSIONS FROM LITERATURE SURVEY

1. Need for International Business Education in Alberta, Canada and the World

Although the United States accounts for 74 per cent of Canada's exports and 69 per cent of imports, the 1989 Report of the Advisory Council on Adjustment, (de Grandpre 1989) noted that from 1987 to 1988 Canadian exports to overseas destinations increased by 20 percent compared to 4 percent to the United States. However, the attitudes of Canadian companies to exporting must change fundamentally if they are to take advantage of the opportunities offered by the new trading environment. Exporting by Canadian companies is not well understood and less well implemented. The report identified improvements in education/

training as among the most critical steps Canada must take to enhance its international competitiveness.

Paul Beamish (Beamish, 1988) noted that while American business schools require international business courses, Canadian schools offer them as electives. Canadian business schools, his survey suggests, may not have enough international business courses in their curricula.

Charles F. Steilen, (Steilen, 1988), reflecting on the American experience, argues that U.S. business schools must take a more realistic and aggressive approach to international business education if American companies hope to enter and successfully compete in overseas markets. He believes that lack of good academic training has kept U.S. companies out of overseas markets.

John Reynolds (Reynolds, 1988) suggests that the growing scarcity of American managers who already have foreign business experience and the increase in international business has intensified the need for new initiatives in preparing young managers-to-be for roles in international business. In Europe, in response to a soaring demand for global training, Michael Johnson (Johnson, 1987) reports that INSEAD (Fontainbleau, France) and IMEDE (Lausanne, Switzerland) the two leading international business schools, are planning expansions to accommodate what they perceive as a growing demand for international business education.

2. Nature of International Business Education Programming Required

David Victor (Victor, 1987) suggests that one of the most important areas for business educators to address in preparing their students to compete effectively in world markets is cross-cultural negotiating and conflict management. To do so, he claims, teachers must prepare students to understand the markets into which they enter as managers. The objective is not to learn a great deal about one culture or market or to divide the world into foreign and domestic markets, but to promote a cross-cultural perspective on the global economy by training students to observe cultures and ask the right questions.

Today's business world demands multicultural and international communication skills, claims Robert O. Joy (Joy, 1987). He writes that multicultural, international communication skills should be taught at all levels by business teachers so students can learn about possible cultural barriers. Students planning to enter business positions should consider taking a foreign language.

Gilles Bousquet (Bousquet, 1987) notes how a new awareness of the need for foreign language proficiency and cultural understanding in international business means that closer links between language departments and business schools must be forged. He describes a recent innovation at the University of Wisconsin-Madison which has established a foreign business internship program co-sponsored by the language department, business school, and a regional chamber of commerce in

France. Students are placed with small-to-medium-sized firms for five weeks, during which time the student conducts a research project on the host company.

The International Association for Students in Economics and Commerce (Bell, 1988) is an organization designed to bridge the gap between school and the world of business. The association is actively strengthening relations between business and higher educational institutions through international job exchange. Not only business students but corporate executives, Paul Blocklyn believes (Blocklyn, 1989), must of necessity develop an international business perspective by going abroad to work to gain the experience they need to help their companies compete internationally. He reports that a number of companies have developed and implemented international executive relocation programs that are working successfully. Two such programs are the global marketing training program at Colgate-Palmolive Company and the international transfer program at CIBA-GEIGY Corporation.

Madelyn R. Callahan (Callahan, 1989) advises that in preparing the new global manager, companies considering international management training should talk to existing,former, and potential customers, and to the competition. Training goals must be linked directly to the strategic goals of the organization.

Bill Cochrane (Cochrane, 1988) looks at the need for university - industry cooperation. If we are to improve or even maintain our competitive advantage over other nations, he writes, we must pay greater attention to increased cooperation and collaboration between two major sources of the nation's intellectual and technical expertise - the university and industry. Our entry into world markets depends on a concerted effort to forge links between universities and industry. On the most basic level, we need a partnership that provides the kind of interchange that would ensure that university curricula in selected areas are relevant to business needs.

William Roth, (Roth, 1988) reflects a commonly held view that management training received in the classroom has to be overhauled at both the graduate and undergraduate levels. He believes that the often narrow and overly quantitative programs offered at many institutions do not equip managers of the future to cope with volatile markets, a new type of workforce, and the international character of business.

3. Current Status of International Business Education Programming

The Academy of International Business members (Ball, 1988) were polled for their opinion about the relative quality of graduate international business programs in American schools. They were asked to rank the top ten American schools based on the quality of their programs at the graduate level. Those chosen were: 1. New York University, 2. University of South Carolina, 3. University of Pennsylvania, 4. Columbia, 5. Harvard, 6. University of Michigan, 7. American Graduate School of

International Management, Thunderbird, 8. Indiana University, 9. University of California at Los Angeles, and 10. University of Washington.

George Bain, reviewing the British experience (Bain, 1989), notes that the pressure of international competition, multinational manufacturing, and world financial markets are forcing managers to take an international perspective. Hence British business schools are increasingly attempting to adapt an international perspective by recruiting staff and students from a variety of countries and introducing more international material into their courses.

Gudrun Bjoernoe (Bjoernoe, 1987) reports on the Niels Brock School of International Business in Denmark which offers a program whereby students spend half of their time at the school and half on the job in a participating export company. The participating companies are actively involved in developing program content and design. In addition to the academic and work portions of the program, students participate in two study tours, the first focusing on the European market and the second encompassing an overseas market.

In the United States, Bettina Cothran (Cothran, 1987), describes the innovation at Georgia State University which has developed undergraduate applied language programs in commercial French, German and Spanish combining practical with theoretical studies. Two upper-level courses in commercial language are offered in each language, and students are encouraged to take an additional course on the current political, economic and cultural issues of the target language's country. The language course content includes business vocabulary, the legal structure of business, the banking system, employer-employee relations, general business practice, cultural and social issues, and business correspondence. The program includes an internship abroad in cooperation with major corporations.

Similarly at Eastern Michigan University, Gaston Des Harnais and Raymond Schaub (Des Harnais and Schaub, 1987) describe the implementation of a joint degree program offering a Bachelor of Business Administration and a Bachelor of Arts in Language and World Business. The language degree is an applied German, French, Spanish or Japanese with specialized cultural studies, and is joined with a major in international business administration. It is a five-year program, and includes a cooperative placement in the spring and summer sessions of the fourth year. All of the core business courses have been revised to include international elements.

In his review of ***Going Global***, Christopher Maule (Maule, 1988) suggests that the Corporate-Higher Education Forum report overlooks courses, programs, and faculty that exist elsewhere in universities and that these could contribute to overcoming the deficiencies in international business education. Drawing on his experience with the program at Carleton University's Norman Paterson School of International Affairs, he recommends that collaboration between units within a university and between universities is one way of proceeding. The next step would be designing a suitable curriculum and obtaining business support.

General

Corporate-Higher Education Forum. **Going Global : Meeting the Need for International Business Expertise in Canada**. Montreal, Quebec: Corporate-Higher Education Forum, 1988.

1. Need for International Business Education in Alberta, Canada and the World.

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National Governors' Association. Task Force on International Education. **America in Transition - The International Frontier.** Washington D.C. : National Governors' Association, 1989.

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Walker, Bill. "Current Trends in Management Education". **Practising Manager (Australia)** 9,1 (Spring 1988) : 47.

2. Nature of International Business Education Programming Required

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Blocklyn, Paul L. "Developing the International Executive". **Personnel**, 66, 3, (March 1989) : 44.

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7. PROFILES OF INTERNATIONAL BUSINESS EDUCATION INSTITUTIONS OPERATING IN THE UNITED STATES AND EUROPE

AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT (THUNDERBIRD)

Institutional Characteristics

Commonly known as Thunderbird, American Graduate School of International Management is located in Glendale, Arizona, adjacent to Phoenix. It was founded in 1946 under the name of American Institute for Foreign Trade, and later was known as Thunderbird Graduate School of International Management. A private, nonprofit institution, the school is accredited by the North Central Association. Enrollment is limited to approximately 1,000 students per semester. International students from over fifty countries account for a fourth of the enrollment. The faculty-student ratio is approximately one to thirteen.

Thunderbird continues its role as a leading graduate management school in the United States devoted exclusively to educating men and women for international careers. Its principal objectives are to provide an academically sound and pragmatically relevant master's degree program in international management to a new generation of global executives, and to foster international understanding by developing constructive, sympathetic, and mutually satisfactory business and cultural relations among peoples of the world.

Program Characteristics

Applicants to the Master of International Management (M.I.M.) program must hold at least the equivalent of an American bachelor's degree from a recognized institution of higher education. The basic criteria for admission consideration are undergraduate grades (preferably 3.0 or higher), scores on the Graduate Management Admission Test (G.M.A.T.), letters of recommendation, and extra-curricular and job experience. Students whose native language is not English must earn scores above 450 on the Test of English as a Foreign Language (T.O.E.F.L.) and all international students must provide proof of financial ability to cover a year of study.

The Master of International Management (M.I.M.) degree is awarded after the successful completion of forty-two semester hours of work, requiring at least three terms in residence. Within this framework, there are minimum requirements for three academic departments.

Department of Modern Languages

All students are expected to achieve conversational proficiency, as well as functional reading ability, in one of the languages taught at the school, in addition to their native language. English as a Second Language, Spanish, French, German, Brazilian Portuguese, Mandarin Chinese, Japanese, and Arabic are currently offered. This requirement can be waived in part or in whole upon examination by the department.

Department of International Studies

Students are required to take at least nine semester hours of work, concentrating in a major world area (Asia, Europe, Latin America, Middle East/North Africa, Sub-Saharan Africa) or on global issues. A partial waiver of this requirement is possible.

Department of World Business

Students are required to take the basic principles of the following subjects: accounting, marketing, management, statistics, micro/macroeconomics, and computer systems. They are also required to take fifteen hours of specified 4000-5000-level instruction. Waivers of 3000-level courses may be granted based on prior education.

Students meeting the minimum requirements of each department may then choose a from a wide range of advanced courses in international and area studies, international banking, finance, commerce, and so forth.

In addition, through Thunderbird Management Center, American Graduate School offers non-degree executive development programs for persons involved in or entering international management. These programs include intensive training in languages, cross-cultural communications, socioeconomic issues, and international business transactions. Courses are scheduled to suit the convenience of the students or their sponsoring company or agency.

The Board of Trustees is comprised of forty-three members from some of the leading multinational corporations such as The Goodyear Tire and Rubber Company, Citicorp, General Electric Company, Food Marketing International, Inc., etc.

Thunderbird operates a Career Services Centre for students and alumni that is visited yearly by recruiters representing nearly 250 national and international organizations. The centre enjoys an enviable record of nearly forty years of successful placement in the international field, resulting in 20,000 alumni affiliated with 3,500 employers in 114 countries.

Financial Characteristics

Tuition and student fees for a regular semester are $3,955 and $2,900 for a summer session. Books and supplies cost about $350 per term. Students who room on campus (approximately half) must also board on campus. Total cost for room and board averages $1,650 per single person per regular semester and $1,200 for a summer session.

Approximately twenty assistantships and scholarships are available each term for applicants having an undergraduate grade-point average higher than 3.5 and a G.M.A.T. score of at least 500. With rare exception, these grants cover one-half tuition, for two successive terms only, without continuance. Smaller grants are available for a limited number of continuing students who have high scholastic averages and who are active in campus activities.

HARVARD UNIVERSITY

Institutional Characteristics

Harvard Business School of Harvard University offers a two-year full time M.B.A. program to prepare students with general management responsibilities through the case studies method.

Harvard University, which was founded in 1636, is the oldest institution of higher learning in the United States. Established in 1908 and accredited by the American Assembly of Collegiate Schools of Business, Harvard Business School is reputed for her leadership in management education and research. In addition to the M.B.A. and Doctor of Business Administration (D.B.A.) programs, the school offers several programs of executive development.

Program Characteristics

There are no absolute admissions standards; the most important requirement is top management potential followed by intellectual ability and personal characteristics. However, three years of full-time work experience is recommended.

The first year M.B.A. program requires the completion of twelve business fundamental courses, including a Business, Government and International Economy course. The second year curriculum consists of a Management Policy and Practice plus ten electives. No concentration in international business is available. However, students may select courses with international perspectives as their electives. Seven such courses are offered. Cross registration with Fletcher School of Law and Diplomacy at Turfs University is also open to second-year students.

One of the executive programs offered is an eight-week International Senior Managers Program which aims at strengthening the management skills of internationally oriented business organizations.

The placement office assists students in preparing and conducting an effective job search. Each year, more than three hundred organizations visit the campus. Many Harvard M.B.A.'s achieve positions of significant responsibility and authority. Currently graduates comprise twenty per cent of the top three officers in the Fortune 500 companies.

Financial Characteristics

Tuition fees for the 1988-89 academic year are $14,250. Various forms of loans and fellowships are available to students with financial needs. The school provides students with loan funds up to a total indebtedness of $51,000. In addition, loans are available for qualified students from Western Europe, Canada, New Zealand and Australia.

NEW YORK UNIVERSITY

Institutional Characteristics

New York University (N.Y.U.), accredited by the American Assembly of Collegiate Schools of Business (A.A.C.S.B.), is a private institution founded in 1831. It operates under a board of trustees and derives its income from tuition, endowments, grants from private foundations and government, and gifts from friends, alumni, corporations and other philanthropic services.

The International Business (I.B.) Program at New York's Graduate School of Business Administration prepares qualified students for careers in multinational corporations and financial institutions that have significant foreign operations, and in firms, government agencies and international organizations involved in global trade and finance. The School's philosophy follows from the belief that "International Business" does not comprise a separate and distinct body of knowledge. Rather, it reflects a broad range of topics that might usefully be approached by a functional field specialist with international interests and expertise.

Program Characteristics

The Graduate School of Business Administration (G.B.A.), located in lower Manhattan in the city's financial district, offers three dimensions in international business, namely formal educational programs for its graduate students, research into international business, economics and finance, and the development of seminars, conferences, consultancy and related activities for the international business community.

The M.B.A. program in I.B. requires the completion of 24 three-credit courses. The M.B.A. consists of three parts. The core consists of eleven courses, (Management, Marketing, Accounting, Business Economics, Finance, Statistics and Operations Research, or Information Systems). The advanced courses include six courses in the major and five courses in the co-major. Of the six courses in the major, two are internationally oriented as there is no specialization in I.B. Three of the required I.B. co-majors are International Trade and Finance, Environmental Analysis for International Business and International Business Management. The final part consists of the strategy and policy options combining business strategy and policy and the legal and social context of business. The minimum admission requirement is a bachelor's degree. Currently, the M.B.A. Program in I.B. has a total of one hundred twenty-five full-time and three hundred part-time students.

The Ph.D. program in I.B. incorporates an integrated program in international business and economics and a minor field in a functional area of business such as economics, finance, marketing or management. The topics cover international economics and finance, management of international operations, cross-cultural aspects of management and international business-government relations. On average, three Ph.D. degrees in International Business are awarded annually.

The Advanced Professional Certificate (A.P.C.) requires the completion of five advanced-level M.B.A. courses in the International Business Program area, plus one integrative course within a two-year period. Courses are offered only on a part-time basis.

The Visiting Professionals (V.P.) Program is a high level special option that gives highly qualified holders of advanced degrees the opportunity to take graduate or Business Administration courses. In addition, credits earned in this program are transferable towards the A.P.C.

The Executive M.B.A. (E.M.B.A.) Program, established in 1982, is a fully accredited two-year M.B.A. program which provides talented mid-career and senior executives (minimum seven years work experience) with advanced management skills. Criteria for admission depend on sponsorship by employer and the undergraduate achievement. Each fall, thirty-five individuals are admitted.

The E.M.B.A. in Finance provides strong technical knowledge of the financial market operations to highly talented professionals with one to six years working experience. This program allows professionals to earn an M.B.A. degree in two-years without career interruption. Classes are held once a week. In addition, three one-week residence sessions are required each year, including an overseas session in the second year. Selection criteria parallels that of E.M.B.A. except for the numbers of years of working experience plus the work experience in finance. Cost of the program is $22,250 per year including tuition, transportation, accommodation and meals.

The International Management Program (I.M.P.) provides second-year students with an opportunity to gain academic and work experience as well as language training in a foreign environment. An exchange program, the largest of its kind in the world, has been established with fifteen leading overseas graduate schools in Australia, Italy, Hong Kong, West Germany, Denmark, Brazil, Spain, France, Japan, England, Sweden, Israel and China. Courses taken at these partner schools are credited to M.B.A. advanced elective requirements. In addition, internships may be arranged through some of these schools.

Research in international business and international economic relations, sponsored by both private and public sectors, is being actively carried out by I.B. faculty.

To further strengthen its ties with educational and research programs abroad, the School has established a number of other cooperative programs of varying intensity with foreign universities and business schools. These programs provide excellent foreign exposure for faculty members, specialized training for advanced students and faculty from abroad, and opportunities for joint research projects and staff exchanges.

The G.B.A. Board of Overseers comprises some of the nation's leading business executives e.g. the President of U.S.A. Network, Assistant Treasurer of the International Business Machines Corp, Chairman of the Board of Metropolitan Life Insurance Co., President of Dexter Corp, President of Lorimar Telepictures Corp., etc. They offer advice and counsel on G.B.A.'s objectives and programs and assist in forging mutually beneficial relationships between the school and the business community.

The International Student Organizations and the Seminar in International Business and Economics also sponsor an active program of speakers from the international business community and from government. In addition, the International Business Area has organized and participated in special education programs for outside groups such as workshops on International Business Curriculum Development for US and foreign universities. Capital marketing training programs and seminars for Latin American, European, Korean and Japanese groups are held. This program is sponsored either by the private sector or through U.S. Aid.

The Office for Student Counselling and Career Placement offers an extensive range of services to graduate business students and alumni. Each year, more than two hundred of America's leading companies hold on-campus interviews.

In recent years, the average starting salaries of graduates of the School's M.B.A. program have been in the top ten nationally and N.Y.U. ranks second in the U.S. as a source of officers and directors of companies surveyed by Standard and Poors.

Financial Characteristics

Tuition for the first credit point is $580 and $380 for each additional credit to $6,280 for sixteen to twenty-one credits each term. In addition, the estimated total cost for tuition, travel and living expenses per term abroad amounts to $9,500.

G.B.A. offers financial assistance including grants, loans and work opportunities. Many individuals and leading business and philanthropic organizations provide fellowships and scholarships for outstanding students who otherwise would be unable to complete their graduate studies. One such scholarship is The

Continental Grain Scholarship which supports M.B.A. students in an International Management Program. In addition, the Saloman Foundation Inc. has funded a number of fellowships for I.M.P. Students (Salomon Fellowships) to study at the International University of Japan's Graduate School of International Relations.

STANFORD UNIVERSITY

Institutional Characteristics

The two-year, full-time M.B.A. program at Stanford University is to provide men and women with the expertise necessary to become effective, professional, high-level general managers in business and other organizations. Its curriculum is constantly enriched with new developments in management theory and practice and a diverse mixture of teaching methods. It is also designed to foster a pattern of lifelong learning so that today's student will have the ability to adjust readily to the complex and rapidly changing world of management throughout his or her career.

Stanford University, established in 1885, is a privately endowed non-sectarian university with a worldwide reputation for academic excellence and research. Its Graduate School of Business has built an international reputation based on an M.B.A. program, a doctoral program, a set of executive programs for experienced managers and a vigorous faculty research program.

Program Characteristics

Admission to the M.B.A. program is competitive. The basic requirement is a bachelor's degree and the Graduate Management Admission Test (G.M.A.T) score. In a recent year, 4,000 candidates applied but only 318 students who evidenced a strong academic background and the potential for success as professional managers were accepted.

The Stanford M.B.A. program requires 108 units (27 courses) of coursework. The first year core work has been designed to develop understanding and competence in four broad areas: international or organizational environment (organizational behavior), external environment (economics), functional areas (accounting, finance, marketing, production) and quantity techniques (computer methods, decision analysis, statistics). The second year program includes electives and two required courses, one in business strategy and one in business and the environment. Specialization in international business is available through elective choice.

The Sloan Program is a nine-month Master of Science in Management degree program for fully sponsored executives who have had eight to fifteen years of successful management experience. The curriculum consists of fifteen courses including five electives.

Each year more than five hundred organizations contact the Graduate School of Business Career Management Center directly with specific employment opportunities. The office makes a full range of placement services available to graduate business students, and also assists first-year students in obtaining relevant summer employment. In a recent spring, one hundred and fifty companies recruited on campus; fifty per cent were national corporations.

Financial Characteristics

Tuition for the M.B.A. program is $12,960 per year and the Sloan Program, $26,500 plus $2,800 for texts, computer fees and field trips. To help offset these costs, fellowships, research and teaching assistantships, and loans are available to M.B.A. students. Three fellowships are awarded to I.B. students. The Arthur L. and Lenna T. Dahl Memorial Scholarship is awarded to those potential leaders in the world of business who will play their part in bringing about closer bonds of unity and understanding among people of different classes, races, nationalities and religion. The L. Nezih Manyas Memorial Fellowship is awarded to students whose work experience or interests are devoted to fostering international understanding. The Proctor and Gamble International Student Fellowship is to provide assistance to foreign students in the M.B.A. program who have a demonstrated financial need and an interest in a career with a multinational consumer products company.

UNIVERSITY OF HAWAII AT MANOA

Institutional Characteristics

The University of Hawaii at Manoa is the principal campus of Hawaii's nine-campus system of higher education. It is located in Manoa Valley near metropolitan Honolulu. The state's multi-racial culture and close ties to Asia create a favorable environment for an internationally oriented business program. Currently, more than two hundred of the universities activities have an international dimension. In addition U.H.M. ranks among the leading American institutions of higher education in terms of numbers of foreign scholars on its staff and foreign students enrolled in its numerous colleges.

Accredited by the American Assembly of Collegiate Schools of Business, the College of Business Administration at the University of Hawaii at Manoa (U.H.M.) prepares students for business leadership in the Pacific Basin and serves as an educational bridge between East and West in business management, particularly in international business.

Program Characteristics

The College encourages applicants with a bachelor's degree or equivalent from an accredited college or university. Admission decisions are based on past academic performance (a minimum G.P.A. of 3.0), Graduate Management Admission Test (G.M.A.T.) results, career goals and at least one year of post-baccalaureate work experience.

The college confers an M.B.A. in international business which is primarily a non-thesis program of fifty-four graduate semester credit hours or eighteen graduate courses. Prerequisites to the program are limited to courses in microeconomics, macroeconomics, college algebra and successful completion of a computer competency exam. The M.B.A. program consists of nine basic, seven concentration or elective and two integrative policy courses. Of the nine courses, five contain international dimensions. Four of these are designed to have a minimum of twenty-five to thirty per cent international content. The fifth course, the external environment of international business, draws the majority of its content from the international dimension. A study abroad program is also available.

Graduate business classes are offered only in the evenings. Of the three hundred and fifty students currently in the M.B.A. program, three quarters are part-time students and hold full-time employment.

The Pacific Asia Management Institute (P.A.M.I.) is offered each summer. It provides specialized training and M.B.A. courses in the context of the Pacific-Asian environment. A program of guest speakers is also implemented through the P.A.M.I. and the Pacific Resources Institute for Information Systems and Management.

The university extends its research capacity and service through various cooperative programs. The East-West Center, located adjacent to the university, is a public, non-profit educational institution with an international board of governors. Each year, some two thousand research fellows, graduate students and professionals in business and government, work with the Center's international staff in cooperative study, training and research. They examine major issues related to population, resources and development, the environment, culture and communication in Asia, the Pacific and the U.S. The Center was established in 1960 by the U.S. Congress, which provides principal funding. Support also comes from more than twenty Asian and Pacific governments as well as private agencies and corporations.

The University Office for Placement and Career Planning offers a full range of services to graduate business students and alumni. In addition, the School of Business has established institutional relationships that provide a number of Asian-Pacific placement opportunities.

Financial Characteristics

The tuition fee for full-time study is $730 per semester for Hawaii residents and military students and $2,190 per semester for non-residents. For part-time study (less than twelve hours), a tuition fee of $61 per credit hour is charged for residents and $183 per credit hour for non-residents.

Assistance in the form of scholarships, grants, loans and student employment is available to students with financial needs. A few graduate assistantships and tuition waivers are available for students with outstanding scholastic records. In addition, a limited number of fellowships to study at the Institute for International Studies and Training in Japan are also offered each spring semester.

UNIVERSITY OF PENNSYLVANIA: THE WHARTON SCHOOL

Institutional Characteristics

The University of Pennsylvania accredited by the American Assembly of Collegiate Schools of Business, is an independent non-sectarian institution. The Wharton School is the business school of the University of Pennsylvania and is also the oldest collegiate school of business in the world. Wharton offers international business education programs to meet the growing demand of the public and private sectors for managers with experience in international affairs and management and for future business leaders who can operate effectively and comfortably in a language and culture other than their own.

Program Characteristics

Annually, seven hundred and fifty students are admitted to the M.B.A. program. Of this, seventeen per cent are foreign nationals. No figure on International Business (I.B.) students is available. The average entering age is twenty-six and with an average of four-years work experience. The minimum admission requirements is a bachelor's degree or an equivalent. Other important criteria are the individual's intellectual capacity, leadership, motivation plus previous academic and work experience.

Wharton offers a full time, two-year M.B.A. program which consists of nineteen credit units: eight management core, one Business Policy, five major and five electives. The eight course general management core, incorporated with an international perspective, is taken during the first year, and covers such areas as administration, quantity methods, economic analysis and marketing. No concentration in international management is offered. However, students may select prescribed international courses as electives. Fifteen such courses are available.

Wharton, in conjunction with The Joseph H. Lauder Institute of Management and International Studies offers a twenty-four month program leading to a joint M.B.A./M.A. in international studies. The program provides a strong management education combined with language skills and cultural awareness. Fifteen courses are required for the M.B.A. component. In addition, six areas of regional concentration: East Asia, Eastern Europe/Soviet Union, Latin America, South Asia, U.S. (for foreign students) and Western Europe are offered. About twenty-five per cent of the students' time is spent on internship with a multinational corporation overseas. This placement requires that students use a second language.

The three-year M.B.A./M.A. program offered jointly by the Wharton School and the John Hopkins School of Advanced International Studies (S.A.I.S.) in Washington D.C. requires the completion of fifteen courses at Wharton. S.A.I.S. offers regional concentration on Africa, Asia, Canada, Europe, Middle East, Soviet Union, Latin America and the Caribbean. It also provides the option of specialization in a particular region or in functional area such as international relations or social change and development.

Wharton exchanges with seven leading graduate schools in the Netherlands, France, Italy, Sweden, Spain, England and Japan. Except for the programs in France, Italy and Spain which require knowledge of the native language, the other programs are conducted in English. Each year, Wharton students spend their third semester at the exchange schools either taking a full load or combining course work with an internship at a foreign or multinational firm. The Thouron Exchange Program is open to Wharton students who either have graduated or are on term leave. The exchange allows the student to pursue a degree program or equivalent at any British institution. Living expenses are paid for up to twelve months.

An initiative to create additional exchange programs, increase faculty study tours and research, create an international lecture series and establish liaisons and advisory boards on three continents has been launched by Wharton with the aid of more than $1.5 million in grants.

Hundreds of corporations regularly make presentations at the school, providing students with informal access to noted business leaders. In addition, under the Wharton Government and Business Program selected students are placed in Washington government agencies between their first and second years.

Approximately one hundred firms recruit on campus for summer interns, with several hundred additional opportunities available through correspondence with interested employers. Among 1987 graduates, over twenty-two per cent accepted permanent jobs with their summer employers. The Career Development and Placement office also assists graduate students in locating jobs. Each year, over three hundred firms recruit from the campus. In addition, for students interested in positions overseas, the placement office provides information, support and supplemental programs such as international job search strategies. In 1987, 8.8 per cent of Wharton's students accepted jobs overseas.

Financial Characteristics

The annual tuition and student fees for all students are $14,314. Books and supplies cost $800, room and board costs $6,030 and other expenses are $1,956. The estimated total annual expense is $23,100.

Aid is available in the form of loans, scholarships and fellowships. With the aid of more than $1.6 million from thirty-two corporations and foundations, sixty-six awards are available. About sixty-five per cent of the M.B.A. students are receiving assistance in one form or the other. However the amount of aid provided to I.B. students varies.

UNIVERSITY OF SOUTHERN CALIFORNIA

Institutional Characteristics

Located in Los Angeles, the University of Southern California is the oldest and largest private, non-profit institution in the Western U.S. Accredited by the American Assembly of Collegiate Schools of Business, its School of Business is ranked among the top ten schools in the nation for its outstanding international business program at the graduate level. It is also the only one in the nation that offers a twelve-month international executive M.B.A. program. It also provides non-degree management training in the international business area.

The International Business Education and Research (I.B.E.A.R.) Program, which was established in 1978, serves as the focal point for the promotion of international business teaching and research in the Graduate School of Business Administration at the University of Southern California. It provides managers with business skills for international trade, particularly with Pacific Rim countries.

Program Characteristics

Enrollment in the I.B.E.A.R. M.B.A. Program is limited to forty participants. Usually no more than six participants from any one country, with the exception of the U.S., is admitted. Each year, more than twelve countries are represented. For the past two years, seventy per cent of the participants have come from the Asia/Pacific regions. The basic admission criteria are the applicant's profile including sponsorship, work experience, college background and performance. The participants are mature and average thirty-three years of age and ten years of work experience. Most applicants are sponsored by their companies or by a government agency. To date, three hundred and twenty-three students from two hundred and seventy-four firms and government agencies and thirty nations have graduated from the I.B.E.A.R. M.B.A. Program.

The I.B.E.A.R. M.B.A. program is an intensive twelve-month mid-career M.B.A. program which emphasizes international and Pacific Rim business studies. Sixteen courses including two options are required. The option courses are either research projects or Pacific Rim Management Seminars or any M.B.A. course. The courses focus on business practice not theory. Provision is made for I.B.E.A.R. participant teams to use concepts and techniques developed in the courses to advise local firms interested in exploring companies and meetings with executives. No language training is offered.

Fifteen faculty members are involved in the I.B.E.A.R. M.B.A. program. Thirteen of them have held positions in Pacific Rim countries.

With respect to non-degree programming, four intensive Pacific Rim Management Programs on China, Japan, Korea and Taiwan for senior managers and executives are offered each June. These three or four-day seminars provide in-depth, practical information about business in the target country and are conducted by respected executives, academics and government officials throughout the U.S. Enrollment to each program is limited to forty.

Co-sponsored by I.B.E.A.R. and the International Trade Administration of the U.S. Department of Commerce, the Asia/Pacific Business Outlook Conference is held for three days in early spring each year. Over three hundred American managers and I.B.E.A.R. participants attend the conference. Discussions, workshops and business counselling are conducted by Senior Commercial Officers from each U.S. Embassy in the Asia/Pacific region, and by American and foreign experts and business corporations in order to expose American companies to the tremendous business potential in the Pacific Basin region.

A yearly I.B.E.A.R. Research Workshop on an issue significant to the business community is held, the results of which are published. In addition, I.B.E.A.R. also sponsors training programs overseas, tailors management development programs to American industry, oversees the School of Business Administration's relationship with foreign businesses and governments as well as faculty exchanges and research relationships with foreign universities.

Financial Characteristics

The annual tuition fee for the I.B.E.A.R. M.B.A. Program is $27,000. Books, supplies and medical expenses cost about $1,500 to $2,000 during the year. Living expenses for a single person is $1,000 to $1,500 per month. To enhance the international business skill of U.S. managers, the Graduate School of Business Administration provides a number of scholarships of up to $12,500 in value to U.S. citizens.

The fees for enrollment in the three to four-day seminars on China, Japan, Korea and Taiwan range from $875 to $1,750 which includes tuition, materials, accommodation and meals. The research program is supported by the I.B.E.A.R. M.B.A. Program, sponsoring companies as well as by government and corporate grants.

UNIVERSITY OF SOUTH CAROLINA

Institutional Characteristics

The University of South Carolina is the oldest institution in the U.S. supported by public funds. Located in Colombia, the state capital, U.S.C. has benefited from its strong industrial base consisting of multinational and foreign firms which have made an extensive contribution to the College of Business Administration.

The Master of International Business (M.I.B.S.), is offered by the College of Business Administration. It is the largest graduate program in international business accredited by the American Assembly of Collegiate Schools of Business (A.A.C.S.B.). It also ranks as one of the top international business programs in the U.S. The program is specifically designed to train men and women, both U.S. and foreign, for professional careers in international business.

Program Characteristics

The basic criteria for admission to the program are a bachelor's degree from an accredited college or university, an acceptable score on the Graduate Management Admission Test, prior work experience and existing foreign language skills. Students are admitted to a specific language track which determines the location of their overseas internship and the area studies coursework to be taken.

M.I.B.S., a two or three-year program depending on the language track, focuses on four areas of development:

1)The Integrated Business Training, a nine-month curriculum of traditional M.B.A. courses in business administration.

2)Foreign language training in French, German, Spanish, Brazilian-Portuguese, Japanese and Arabic. Korean and Italian language training is to be implemented in 1989 and 1990 respectively.

3)Cultural and Area Studies on a specific region in which the student will intern.

4)A six to eight-month internship in one of ninety-four companies throughout Japan, Belgium, France, Germany, Luxembourg, Spain, Argentina, Brazil, Colombia, Costa Rica, Mexico, Venezuela, Egypt and U.S.

The curriculum follows six phases: intensive language study, business foundation courses, foreign area analysis, additional language training at one of the liaison institutions in Belgium, Colombia, West Germany, France, Brazil, Japan, Korea Egypt and U.S., a required overseas internship and finally a course to integrate the student's overseas experience with his/her specialty.Corporations are involved in the internship program. In addition, dozens of leading corporate executives and foreign dignitaries participate in international conferences and seminars to present lectures.

These corporations also actively recruit M.I.B.S. graduates from campus. These graduates provide leadership and strategic planning for multinational corporations. Others are building solid records of achievements in the international finance, marketing, human resources and accounting field. The average annual salary for a recent graduate class is $36,812, with salary ranges from $18,800 to $60,000.

The College of Business Administration also offers the Faculty Development in International Business (F.D.I.B.) program for business school faculty who are interested in teaching international business courses and for those teaching international business who wish to expand their international dimensions. The objective of the F.D.I.B. program is to increase the internationalization of the business program by internationalizing the curriculum. Seven five-day seminars with an international dimension are offered to faculty.

Financial Characteristics

The tuition fee per semester is $1,140 plus a one-time special matriculation fee of $3,000 for in-state and $4,500 for out-of-state residents during the first year. To meet the financial needs of students, a number of fellowships, assistantships and federal loans are available. One specific fellowship, N.C.N.B. M.I.B.S. Fellowship, is awarded to an incoming M.I.B.S. student on the basis of academic ability, leadership potential, and written and oral communication abilities.

INTERNATIONAL MANAGEMENT DEVELOPMENT INSTITUTE (I.M.E.D.E.)

Institutional Characteristics

I.M.E.D.E. was founded specifically to serve multinational companies that wish to develop managerial knowledge and skills in their executives. The approach that I.M.E.D.E. uses parallels that of Harvard Business School which is pragmatic and case studies oriented.

I.M.E.D.E., located in Lausane, Switzerland was established in 1957 by Nestle under the guidance of members of the faculty of Harvard Business School. The institute is an independent institution under the patronage of the University of Lausane. It introduced the M.B.A. program in 1972 and has a maximum annual enrollment of seventy students. The School for Executive Development addresses professionals at all career stages.

Program Characteristics

Admission is based upon an assessment of an individual's overall potential to pursue a career in business administration successfully. Applicants must hold a baccalaureate degree or the equivalent. Two years of full-time work experience are also considered an essential minimum requirement. The average age of the participants is twenty-nine. The program is conducted in English, and fluency in this language is necessary.

I.M.E.D.E.'s M.B.A. program is an intensive twelve-month multidisciplinary program which runs from January through December. No concentrations are offered. The program teaches general management in an international context. The MBA consists of ten modules and uses case analysis and consulting projects in the curriculum. Each module combines various functional disciplines such as management accounting, decision analysis, human resource management, marketing, finance, operations management, strategic analysis and planning, environmental analysis as well as the newer fields of knowledge needed for today's management problems. In lieu of a comprehensive examination or thesis, students are continually assessed throughout the year.

The Executive Development Program is for senior managers who have at least ten years of work experience. Most of the participants are from Europe, but companies from all parts of the world are represented. In-company seminars are also held at company educational facilities on campus. Offshore seminars are held in Brazil and Singapore.

Approximately nine-hundred managers come from fifty countries each year to attend programs at I.M.E.D.E. Their ages range from twenty-five to fifty-five. They have a common need to develop skills in international general management.

The teaching staff consists of twenty full-time faculty members, drawn from different nationalities. They are American, British, Canadian, Dutch, French, German, Iranian, Israeli, Italian, Nicaraguan, Norwegian, South African and Swiss. In addition, C.E.O.'s are regularly brought in when a case about their company is being analyzed.

The institute provides placement service to assist non-sponsored participants in their search for employment. In a recent fall, thirty-one international companies recruited on campus. All students found jobs with international corporations within three months of receiving a degree. The average starting salary was U.S. $75,000.

Financial Characteristics

The annual tuition fees amount to S.W.F. $30,000; personal expenses are estimated at S.W.F. $30,000. The approximate annual cost is S.W.F. $60,000, excluding all travel costs and out-of-pocket expenses. The Institute does not offer any financial aid; however, two research assistantships are available. Tuition may be paid in installments.

I.M.E.D.E.'s annual budget is approximately thirteen million Swiss Francs, seventy-five per cent of which is derived from tuition and other earned income, while the remainder comes from corporate donations for research and development work. I.M.E.D.E. is still on continuing endowment from Nestle.

INTERNATIONAL MANAGEMENT INSTITUTE (I.M.I.)

Institutional Characteristics

Founded in 1946 by the Canadian Aluminum Company, Alcan, as an in-house management school, I.M.I. seeks to improve the management effectiveness of corporations and other organizations throughout the world. This is achieved by pursuing those aspects of teaching and research programs that deal effectively with management across national boundaries and in widely differing political, economic and cultural settings.

The uniqueness of this institute is its visionary and eclectic approach to management education. Located in Geneva, Switzerland, I.M.I. is an independent educational institute associated with the University of Geneva. It derives only two or three per cent of its budget from Alcan and has developed a group of seventy-three industrial supporters in twenty-one countries. Regarded as one of the world's leading international management schools and Europe's oldest, I.M.I. holds a variety of post-experience programs for managers and executives at different levels of responsibility and in different functions, in addition to the M.B.A. program.

Program Characteristics

The major thrust of I.M.I.'s international business education activity is an extensive series of short-term international management programs for senior executives from the world's top international companies. Currently I.M.I. offers nine different programs in general management, fourteen seminars in special areas of expertise, one program for leaders of family businesses and twenty-four tailor-made programs for companies. These programs run from three days to five-weeks each and cost between S.W.F. 5,000 and S.W.F. 19,000 per participant. Typically, there are twenty to thirty executives in each program.

I.M.I. also offers a nine-month M.B.A. program. It is designed for men and women with a previous university degree who have had at least three years of practical experience in industrial or business enterprises, in government service or other fields; have a good working knowledge of the English language; have proven their potential for further growth and are expected to assume greater managerial responsibilities in the future, especially in international management. In recent years, one quarter of the participants have been sponsored by their companies and organizations.

The degree is conferred jointly by I.M.I. and the University of Geneva. The program examines those concepts and skills that have their roots in particular socio-political settings as well as those that are universally applicable. It consists of two modules of study: Module I requires the completion of twelve courses and Module II, nine courses. Students may select one of ten concentrations. The program also includes an industry study trip which has been hosted recently by China, Singapore, Poland, the U.S.S.R., Ireland, the U.K., France, Germany, India and Hungary. The program ends with a five week management consulting project for an international organization. The M.B.A. program accepts fifty students annually and a 2.0 G.P.A. must be maintained for all course work. All courses are offered in English.

Through a close collaborative relationship with some seventy-three multinational companies in a network of Business-Associates, I.M.I.-Geneva has developed programs that are relevant to actual business concerns. Business Associates act in a advisory capacity to the program.

I.M.I. attracts students and executives from a variety of countries. Its international character is further reflected in the composition of the permanent faculty which consists of representatives of twelve different countries.

The Institute has a placement service available for counselling and networking. Approximately one hundred companies recruited graduate business students in a recent spring. Of those seeking jobs in a recent graduating class, ninety-five per cent were placed within three months of receiving their degrees. Ten per cent chose self-employment and ninety per cent found jobs with large multinationals.

Financial Characteristics

The tuition fee for the complete M.B.A. Program for self-sponsored candidates is Swiss Francs 34,000. Those sponsored by their companies are charged the current full cost of Swiss Francs 40,000. This amount covers the tuition costs as well as all books and teaching materials, and the cost of the industry study trip. Other expenses are estimated at S.W.F. 31,000. The estimated annual cost is about S.W.F. 65,000.

Although I.M.I. itself does not provide any financial assistance, various means of financing are available. In many cases, banks or government loans at preferential rates may be procured in the country of origin.

I.M.I. is a self-supporting institution in terms of its operations. It receives support for capital investment and research from corporations, particularly from its Business Associate companies. Fifty-eight per cent of its income comes from executive development programs, fourteen per cent from the M.B.A. program, twelve per cent each from research and Business Associate fees and four per cent from miscellaneous activities.

MERGER OF I.M.I. AND I.M.E.D.E.

A decision has been made to merge I.M.I. and I.M.E.D.E. effective January 1, 1990. The new institution will be based at Lausanne. It is intended to become a centre of excellence in international management education with focus on the upper echelons of management and on a post-experience M.B.A. program. The new institution's characteristics will include a special emphasis on internationality, a commitment to renewal and innovative in management education, a close relationship with industry, and academic, intellectual and financial independence.

The merger is being implemented to avoid duplication of effort and to establish a single institution which would combine the strengths of I.M.I and I.M.E.D.E., thereby enhancing the competitiveness of the institution with respect to attracting more students. In addition, several corporations were involved in providing financial support to both institutions and promoted the idea of a merger as a cost-effective step.

THE EUROPEAN INSTITUTE OF BUSINESS ADMINISTRATION - I.N.S.E.A.D.

Institutional Characteristics

I.N.S.E.A.D. was established in 1959 with financial support from the Paris Chamber of Commerce and Industry to meet the growing educational demands of the European business community. The Institute, situated near Paris in suburban Fontainebleu, provides post-graduate management education of the highest caliber to help European industry compete effectively in world markets.

Program Characteristics

Admission to the M.B.A. program is open to students with either a baccalaureate degree or a minimum of five years experience that has led to a position of responsibility. Proficiency in English and French is required as eighty percent of the instruction is carried out in English and twenty percent in French. A working knowledge of German is an advantage. Courses in German are available for those with a deficiency in this area.

The majority of students are from the European countries other than France. The average age of entering students is twenty-eight. Each year, four hundred individuals are accepted into the M.B.A. program, one thousand into executive development programs and nine hundred into the Management Development Unit's custom-designed company programs.

The ten-month M.B.A. program at I.N.S.E.A.D. requires four hundred and twenty sessions. This includes compulsory courses (three hundred sessions) in accounting, computing, organizational behavior, statistics, marketing, finance, planning and control, operations, research, and business policy as well as in I.N.S.E.A.D.'s specialty, the European business environment. Six elective courses are mandatory (one hundred and twenty sessions). Students may elect a concentration in the area of accounting, behavioral sciences, economics, finance, human resources management, international business management, information systems management, marketing, production/operations management, or quantitative analysis. In addition a consulting work component is included.

I.N.S.E.A.D. also offers the prestigious and highly successful Executive Development Program of one to seven weeks duration. Specific programs tailored to meet the needs of companies as well as joint research programs with area businesses are provided.

I.N.S.E.A.D.'s teaching follows the case-study method used by Harvard

University. Each year, $500.000 are spent on developing cases drawn mainly from European companies. I.N.S.E.A.D.'s teaching staff is comprised of ninety individuals from more then fifteen countries. The areas of strongest interest among the faculty are international strategy, international competition, environmental analysis, international aspects of functional area and multicultural comparison. About twenty percent of the teaching is done by visiting professors. Regular programs bring distinguished speakers to the institute.

Financial Characteristics

The tuition fees at I.N.S.E.A.D. total about 95,000 French francs per year. Residence and food costs are approximately F.F. 48,000. Books and supplies cost F.F. 4,000.

Students are expected to be self-supporting. However, three kinds of financial aid are available: scholarships; bank loans (the major source of finance); and loans from I.N.S.E.A.D. as a lender of last resort.

In addition to financial support from the Paris Chamber of Commerce and Industry, I.N.S.E.A.D. also receives funding from the Ford Motor Company and other businesses in France. This support allows I.N.S.E.A.D. to remain a private and non-profit organization.

8. WRITTEN BRIEFS

SUMMARY OF FINDINGS

Briefs

1. Need for IBE:

- educational needs emanate from the demand for the development of a trading culture in Canada to meet the challenges of global trade.
- trading culture includes acceptance of non-traditional business practices used in other countries, aggressive pursuit of non-North American markets and cooperation between domestically competitive companies to access foreign markets.
- educational needs are at the level of practice and not theory.
- foreign language skills required by those involved in international trade.

2. Status of IBE programs:

- internship approach which is a feature of CD&E's International Marketing Employment Program is very effective in its emphasis on skills transfer. Requires more promotion.
- government international business programs raise awareness but can not replace skills transfer to specific companies.
- networking initiatives of post-secondary institutions are of questionable benefit.
- no evidence of research in international business being transferred to entrepreneurs.

3. Nature of programs required:

- world geography, politics, economics and history to be taught in schools as means of providing the context for future trading skills.
- training by post-secondary institutions and industry to be based on direct skills transfer by experienced instructors and should include topics such as:

  a) business practices of non North-American cultures.
  b) bidding for international contracts.
  c) international marketing practices not theory.

d) financing of international joint ventures and projects.

- transfer to companies in need.
- shift educational focus of entrepreneurship education centres to skill transfer to high growth companies producing tradeable products or services.
- no new programs required, but modifications to existing programs and approaches.
- research to be relevant to developing Canadian trading competence and the results to be transferred to business in a useful form.
- companies experienced in exporting to provide instructors for skills.

BRIEF TO ALBERTA
TASK FORCE
ON
INTERNATIONAL
BUSINESS EDUCATION

BRIAN GIFFEN/VLADIMIR SLUCHEVSKY

MAY 16,1989

BRIEF TO TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

1. ALBERTA INTERNATIONAL BUSINESS NEEDS

A. THE TRADING ENVIRONMENT

Global trade is increasing rapidly as structural and technological barriers are reduced. Canadian trading patterns,however,are still dominated by flow to the United States. While the United States will remain Canada's major trading partner for the foreseeable future, the contemporary trading environment presents opportunities for goods and services in other nations as well.

Experience has shown that Canadian companies are often not aggressive in exploring export market opportunities. This contrasts sharply with the approach of prominent trading nations such as Japan and Hong Kong. The new challenges of global trade demands growth of a trading culture in Canada.

A copy of Chapter I of the Report of the Ontario Premier's Council, which provides a much more detailed discussion of these themes, is attached as Exhibit 1.*

B. KEY SUCCESS FACTORS FOR THE TRADING NATION

A 'trading culture' needs to be nurtured alongside the entrepreneurial culture emerging in Canada . Key success factors in embracing this culture include:

- acceptance of non traditional business practices employed in other nations as a part of doing business in the global market place

- aggressive pursuit of market opportunities outside North America,entailing development of innovative procurement,production and financing techniques

- creation of cooperative ventures between domestically competitive companies toward securing export opportunities beyond the reach of smaller Canadian ventures acting in isolation. (see discussion ✱ in Exhibit 2,' How to Sell to China')

These factors create corresponding educational needs, which form the focus of this submission

C. EDUCATIONAL NEEDS FOR THE TRADING NATION

i. basic education

Secondary school learning should inculcate:

- knowledge of world geography, politics,economics and history,so specific trading skills imparted later in more specialized courses would be absorbed in context

- the ability to work with others toward achievement of common goals. Simulation exercises are a useful tool in this connection. Cooperation would lay the foundation for joint venturing,a common international marketing approach.

ii. specialized education

Programming for post secondary curricula,adult education and industry training efforts should feature: **direct skill transfer** by **experienced** instructors re:

- business practices of non North American cultures
- consortia composition
- bidding for international contracts
- international marketing **practices,**as opposed to the theory of international markets
- procurement practices of non North American governments and government enterprises
- financing of international joint ventures, purchase orders and projects

This list of suggested topics is drawn from the authors' own experience in working with Alberta industry. It is by no means exhaustive.

Effective teaching tools would include:

- simulation exercises
- case studies developed from actual Alberta export success and failure stories
- team teaching

D. SPECIFIC PROGRAMS AND SERVICES

i. existing educational programs

a. provincial entrepreneurship education centres

If funding is renewed for these enterprises, they could provide an excellent delivery mechanism for skill transfer because of their relatively high profile and potential flexibility in terms of program design and instructor deployment.

One structural difficulty is the emphasis these centres place on encouraging start up ventures as opposed to focusing resources on the small group of newer companies that have high growth potential. These high growth ventures form the foundation for new job creation and often have significant export potential. However, the difficulties presented by international trade portray the first export order as "bet the company" plunge to the owner/operator. Language, financing,and business practices are foreign and therefore intimidating. **Every company that draws back at this threshold costs the province untold dollars in export trade.**

Start up companies rarely are in a position to export without first surviving in the domestic market. Specialized training is most effective as a catalyst at the time when they pass this point and first have the breathing room to contemplate export markets, particularly those lying beyond the United States.

If the focus of knowledge transfer was shifted to high growth companies, centres could deliver a set of specific programs with several benefits:

* the program knowledge would likely be used; when transferring to a clientele that is thinking of starting a business, one never knows if the information is put to use. By their nature, high growth ventures are those companies whose output is capable of export (in the words of the Premier's Council report, it is "tradeable")

* success in skill transfer would encourage more exports,encouraging others to "take the plunge"

* unlike new ventures, companies moving to a growth phase are capable of cost sharing the expense of instruction

The case for a high growth focus in public sector programming is discussed in Exhibit 3.*

b. International Marketing Education Program

This program features an internship approach which appears to be working well. Its emphasis on direct on the job skill transfer is laudable. Greater promotion might increase usage by those companies who most require the assistance and could provide the most useful learning experience

c. networking/general information programs

The authors' perception is that most non traditional education on the topic of international business is imparted through general information diseminated by government agencies. While useful in raising awareness, this approach cannot take the place of direct skill transfer to specific companies.

Some networking programs have been initiated at the post secondary level that may involve individuals seeking internationalbusienss edcation. It is questionable that any benefit occurs beyond that which is presently provided through private organizations such as the Chambers of Commerce and the various export clubs and associations.

d. research

Some research work may be presently conducted in the area of international business,forming part of the overall expenditure for international business education. This is useful if the topics are relevant to development of Candian trading prowess and the results of the research are transferred in a useful form to entrepreneurs.

The authors have never worked with or met an entrepreneur who was aware of the results ofany research done in the area of entrepreneurship generally and international business specifially

e. post secondary degree course

The authors are not sufficiently knowledgeable to comment on the direction of these courses.

ii. new programs

The authors recommend no new programming be established with the exception of the changes to existing efforts outlined above.

These recommendations provide a low or zero increase in provincial expenditures. Any increases caused by the proposals (e..g financing of Alberta based case studies) could be offset by marginal reductions in other areas (e.g. general information programs)

2. ROLES

i. government

The province should continue funding for entrepreneurship education centres on the understanding that the educational focus shift to direct skill transfer targeted at high growth companies producing tradeable products or services.

ii. private sector

Alberta companies skilled at export sales should provide instructors for skill transfer. Alberta growth companies needing instruction should become clients of these skill transfer efforts.

Alberta companies should actively support internship type programs where recent graduates obtain direct experience.

iii. post secondary institutions

PSIs should act as the delivery mechanism for direct skill transfer by experienced instructors. They should develop the marketing ability necessary to effectively identify and approach the high growth venture clientele group that would most benefit from this approach. Networking and research activities in the international business education field that have questionable direct benefit to the building of trading competence should be evaluated seriously.

iv. community groups

Although not mentioned specifically in the terms of reference for briefs to the Task Force, the authors feel that community groups such as the Chamber of Commerce and the Export Association provide a very useful function in publicizing opportunites for general learning and in some cases actually providing seminars and guest speakers. Alberta is fortunate to have such active involvement at the community level in promoting trade.

Brian Giffen,LL.B.,M.B.A., is President of Threshold Financings Inc, a Calgary company that sources and structures private placements for growth companies. Mr Giffen is an instructor in business initiation at an Alberta post secondary institution. His latest publication is "Alberta Junior Capital Pool Program: Assessing Effectiveness as a Seed Capital Instrument" in the Journal of Entrepreneurship and Small Business Management. He is a director of New Venture Showcase, a non profit organization devoted to improving operation of the seed capital market for high growth ventures in Alberta.

Vladimir Sluchevsky is President of TradeWest Ltd., a Calgary trading company that exports Alberta manufactured goods and services to specific offshore target markets. Mr. Sluchevsky has prior professional experience in all aspects of international procurement and project engineering with a major Alberta exporter of well stimulation parts, equipment and services. He has visited and traded with companies in China,USSR,Pakistan,India, the United Kingdom and Abu Dhabi.

*** Note**

These documents were appended to the brief but have not been reproduced in the Technical Report. The bibliographical references are as follows:

Exhibit 1

Ontario. Premier's Council. "Competing for Prosperity" in **Competing in the New Global Economy : Report of the Premier's Council,** 1. Toronto : Ontario Premier's Council, 1988, 35-61.

Exhibit 2

Byfield, Mike. "How to Sell to China". **Alberta Business,** 6, 3, (April 1989) : 4-6.

Exhibit 3

Ontario. Premier's Council. **"Realigning the Government Focus" in Competing in the New Global Economy : Report of the Premier's Council,** 1, Toronto : Ontario Premier's Council, 1988, 77-88.

Birch, David L. "The New Economy : The Rise and Fall of Everybody". **Inc.** (September 1987) : 18-21.

Cruichshank, Ian. " Strategies : World Vision". **Canadian Business.** 62, 5, (May 1988) : 103-105.

Task Force on International Business Education

The Government of Alberta has established a Task Force, advisory to the Minister of Advanced Education, to carry out a study of international business education in the province.

The Task Force would like to hear from the public on:

- Alberta's international business education needs
- The nature of the programs and services required
- The role of government, the private sector and the post-secondary institutions in meeting the province's needs.

The Task Force is soliciting briefs from individuals and organizations on the specific issues identified above. Briefs should be submitted by **May 16, 1989** to:

Greg Banfield
Executive Secretary
Task Force on International
Business Education
Special Programs Branch
Alberta Advanced Education
9th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta T5L 0L3

For more information call Greg Banfield at 427-0313.

(Outside the Edmonton local dialing area, call your local Government of Alberta R.I.T.E. operator, toll-free. Consult your local AGT directory, Government of Alberta, for listings.)

Alberta
ADVANCED EDUCATION

List of Daily Newspapers in which Advertisement was Placed

Edmonton Journal

Edmonton Sun

Calgary Herald

Calgary Sun

Lethbridge Herald

Medicine Hat News

Grande Prairie - Daily Hearld Troibune

Red Deer Advocate

Fort McMurray Today

List of Weekly Newspapers in which Advertisement was Placed

Division 3 - Pincher Creek Echo

Division 4 - Hanna Herald

Division 5 - Drumheller Herald

Division 7 - Stettler Independent

Division 9 - Craig and Canyon - Banff

- Jasper Booster - Jasper

Division 10 - Lloydminster Meridian Booster

Division 13 - Barrhead Leader, Westlock News,Westlock Hub

Division 14 - Hinton Parklander

Division 15 - Fairview Post